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ABSTRACT

This guide was developed to share successful Community Service Learning (CSL) instructional practices. It presents units that can be replicated and adapted for varying grade levels and curricular goals. The guide notes that as students use newly acquired academic knowledge and skills to address real issues in their communities, they often gain proficiency in more than one discipline and refine higher order thinking skills. The 14 lessons in the guide provide school location, subject areas, area of service, grade level, and author and designer information. The lessons are: (1) "Emergency Room" (Elementary); (2) "Safety on the Bus" (Elementary); (3) "Cool New Kid Handbook" (Elementary/Middle School); (4) "Vernal Pools" (Elementary/Middle School); (5) "Ordinary Heroes" (Elementary/High School); (6) "Literacy Leaders" (Elementary/Middle School/High School); (7) "Veterans" (Middle School); (8) "Community Garden" (Middle School); (9) "Zoo Project" (Middle School); (10) "Let Their Voices Be Heard" (Middle School); (11) "Nature Trail" (High School); (12) "American Dream Quilt" (High School); (13) "Responsibilities of Citizenship" (High School); and (14) "Senior-Senior Prom" (High School). (Contains addendum resources.) (BT)

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Community Lessons

PROMISING CURRICULUM PRACTICES

SO 033 989

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Community Lessons

Integrating Service-Learning into K-12 Curriculum

A PROMISING PRACTICES GUIDE

by Julie Bartsch

and contributing teacher authors

Funding and support provided by

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Introduction

I have long been attracted to service-learning as a means of revitalizing schools and their connections to communities. It is an important way of fully engaging students—of pushing what is done in and around schools toward the use of knowledge and not just the possession of information.

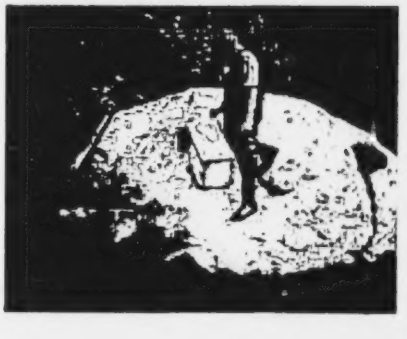
—Vito Perrone (Harvard)

AS A NEW MILLENNIUM BEGINS, we must ask how, as educators, we can sustain dynamic learning practices amid the pressures of accountability, increasingly diverse student populations, and a growing alienation and disengagement among many young people. Several schools in Massachusetts and across the nation have turned to Community Service Learning (CSL) to meet these multiple challenges. Increasingly, educators credit CSL with engaging students of various abilities and learning styles; fostering a healthy balance between a young person's individual aspirations and his or her responsibility as a productive citizen; and reducing age barriers that tend to isolate youth from older citizens in the community.

WHY A CURRICULUM GUIDE?

This Guide grew out of a mutual desire among teachers and administrators to share successful CSL instructional practices. These educators see a need to validate instructional time allotted for service-learning initiatives and to enhance the public's understanding of service-learning as a powerful instructional tool. As pressure mounts on educators to improve student academic performance through a standards-based curriculum, learning outside the confines of the classroom present increasing challenges. Teachers who have used CSL, however, recognize the powerful effects it has on a student's motivation to learn and to become a socially responsible person. They also see the direct connections between CSL and the academic goals of reading, writing, mathematics, inquiry, and critical thinking.

Community Lessons reflects the enthusiasm teachers, students and community members feel about augmenting existing curricula with community-based learning experiences. The Guide shows how dedicated teachers integrate CSL into their teaching practices. It presents specific units that can be easily replicated and adapted to varying grade levels and specific curricular goals. An increasing demand exists for knowledge about how teachers can identify and assess what students are learning through CSL activities. Several national publications mention curricular connections, but there is scant material that specifically addresses the assessment of outcomes, especially how these outcomes meet the particular challenges of Massachusetts Curriculum Frameworks Learning Standards. The idea behind this book—to collect promising CSL instructional practices from educators across the state—has met with overwhelming support.



Over the past two years, a group of K-12 teachers experienced in CSL instruction, has gathered to document their curricular lesson plans which are presented in this book. Each unit describes:

- rationales for connecting academic content to CSL activities
- ways to assess academic and community outcomes
- multiple connections to various Framework Learning Standards
- lesson plans
- solutions to organizational barriers
- timelines
- resources and materials
- goals for the future

Each unit in the Guide contains multiple assessment measures including hypothetical open response questions, similar to those that appear on the MCAS exam.

Community Lessons presents multiple entry points to launch CSL initiatives. Some teachers have approached service-learning by connecting their academic courses and/or themes to the community (American Dream Quilt, Responsibilities of Citizenship); others have designed service-learning curricular initiatives by structuring academic lessons around community issues (Zoo Project, Emergency Room); yet other groups have aligned curriculum goals to address school system issues (Safety on the Bus, Literacy Leaders). Utilizing these three approaches allows for students and community members to assist teachers in designing the curriculum.

The "service" and "learning" components may also vary in curriculum lessons. In units like Literacy Leaders and Senior-Senior Prom, the service component is the focal point for learning. In other units, such as Vernal Pools and Nature Trail, the learning of scientific, mathematical, and social science concepts is the focal point. Most important is the blending together of both the "service" and "learning" components to ensure that students are meeting intentional learning goals while at the same time addressing significant community needs.

Community Lessons, spanning grade levels and subject areas, presents projects in various degrees of development. Some units are in the first year of implementation; others have expanded from interesting community service projects to hands-on activities that reinforce academic concepts. A few are semester or year-long units. By no means is this an all-inclusive or definitive collection of curricular practices. Rather, it is an effort at documentation that will hopefully result in the collection of other exemplary instructional CSL practices throughout the Commonwealth.

CSL: A TEACHING AND LEARNING STRATEGY

Because of the confusion concerning the definition of community service learning, it is often regarded as an "add-on" to curriculum and instruction. This is not so. Unlike community service, which has no formal ties to the curriculum, CSL uses community issues with meaning in students' lives as a framework for understanding academic content (e.g., Ordinary Heroes uses

What I Learned

I learned a lot about the world around me and myself from CSL. I learned about how our government works. I learned how to write persuasive letters and how to make phone calls. I learned how to get involved in things and how to inform people and convince them. I learned about deforestation and its effect on our environment. I also learned how to be a political activist. Most importantly, I learned about who I am and what I can do.

Student

community members known by students to bring clarity to the concept of archetypes in literature). These hands-on learning experiences help students make connections between their school and their community. CSL activities foster academic learning experiences that also benefit society. Students become stewards of their environment, historians, archivists of oral histories, authors, artists, and resources to businesses, agencies, and municipal governments.

Teachers and administrators also benefit from CSL since it expands teachers' repertoire of teaching and learning strategies. For many teachers, CSL has re-energized their teaching. Learning becomes more meaningful for teachers as well students, and because of the students' heightened sense of responsibility for their learning, teachers see their own role as becoming more facilitative than directive.

CSL is also a versatile instructional method for meeting—and in many cases exceeding—the expectations of learning standards. As students use newly acquired academic knowledge and skills to address real issues in their communities, they often gain proficiency in more than one discipline and they refine higher order thinking skills as well.

Multiple assessment techniques used by teachers to measure outcomes of CSL activities are also important. Teachers have identified additional authentic assessment measures to document student learning—such as observation checklists, rubrics, journal entries, peer and community evaluations. Because student learning is demonstrated in the act of performing community service itself, it is often difficult to measure by traditional assessment methods. The service itself can be evidence of the learning—the newspaper, trail guide, books produced by students, presentations before local boards and governance bodies, planning for community forums, and videos documenting local history.

CSL: STRENGTHENING THE SCHOOL-COMMUNITY RELATIONSHIP

One of the most powerful outcomes of CSL is the shift in the community's perception of schools and students. Many community members only see schools as a tax burden and students as "rascals" to be controlled until adulthood. Communities don't generally think of students and classrooms as potential resources for addressing the issues of the community. CSL changes these perceptions by encouraging students to move from being passive observers of their community to active contributors. Also, there is an implied reciprocity in the learning process. When students are recognized as integral to the community and are drawn into higher levels of intellectual engagement, so, too, is the community.

The community also becomes a resource for the school. Since many teachers do not live in the towns and cities where they work, their understanding of issues and resources available to them via local agencies, organizations and individuals is limited. CSL provides a vehicle for bringing teachers in contact with community resources. Such a program can be seen in the Framingham Public Schools, which offers a creative course to all new teachers called "Understanding Our Town, Its Neighborhoods, Its Social Service Agencies, and How They Impact Student Learning." During the course, mutually effective relationships are forged between teachers and community members. (*See Addendum*)

IN CONCLUSION

As Massachusetts educators, parents and community members focus on the challenges of improved performance of all learners, we believe CSL deserves serious attention as a powerful educational innovation that addresses many of the components necessary to build strong learning environments. Of equal importance, CSL offers a unique resource for the revitalization of our communities. We hope this Guide will provide a template for the documentation of many more exemplary service-learning practices in classrooms throughout the Commonwealth.

ACKNOWLEDGEMENTS

Community Lessons would not be possible without the creativity and compelling stories of the contributing teacher authors. The reflection of these contributors on their service-learning initiatives in relation to the larger conversation of educational reform is particularly meaningful. Production of the guide forced all of us to consider new constructs for the powerful and multifaceted instructional practices that describe service-learning curricular experiences. We believe both teachers and the broader education community—whether experienced service-learning practitioners, interested 'dabblers' or skeptical resistors—will find the contents useful and stimulating.

Other contributors have been the Massachusetts Department of Education, Learn & Serve America and the Massachusetts Service Alliance who offered financial and technical support; Maia Sanders and Amy Fischer who have developed a format that gives life and energy to teachers' stories; Dana Kay, Josh Aviles and Robin Wimbiskus who have visually captured the images of learning in the community; and Linda Kay, Kathy Kaiser, and Michael Murray who helped to edit the lessons. Finally, Jean Doyle's commitment and advice have been extremely helpful in weaving these stories into a timely and practical Guide that we hope will add meaning and value to the education field.

—Julie Bartsch

Julie Bartsch is an education consultant, presently working with the Rural School and Community Trust, a national nonprofit educational organization (formerly the Annenberg Challenge) dedicated to enlarging student learning and improving community life by strengthening the relationship between schools and communities. She believes that by engaging students in academic work that draws upon and contributes to the place in which they live, students gain a deeper understanding of academic concepts, develop new skills, and become citizens in their community. In partnership with Harvard and Educational Testing Services (ETS), the Trust is currently developing documentation and assessment practices to measure the outcomes of community-based learning. As a steward, Julie provides technical assistance and training to schools and communities throughout northeastern U.S.

Julie has held a number of different roles in public education since 1980, serving as teacher, administrator, college faculty/administrator, school board member, and Senior Fellow (Tufts University). Her work in the Sharon Public Schools has been recognized nationally as a model for integrating community-based learning throughout the K-12 curriculum. In 1997, Julie and Pat Barnicle created the National Institute for School/Community Collaboration. The Institute provides training and strategies for building reciprocal relationships between school and community that support comprehensive school reform and community renewal. She holds graduate degrees in management and education from Lesley College and the Harvard School of Education.

Julie Bartsch resides in Bolton, Massachusetts.

Community Lessons

UNIT 1

Emergency Room

Sullivan Elementary School
North Adams, Massachusetts

Subject Area
Language Arts, Math, Health, Science, Fine Arts, School/to/Career

Area of Service
Human needs

Grade Level
Kindergarten

Author of Project
Deborah Coyne

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Roberta Sullivan
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In Brief

After the pediatric wing in the local hospital closed, a class of kindergartners helped the community address the needs of their "young people" by making the existing emergency room child friendly. Children's original artwork hung on the walls of the hospital. A "big important book" explaining hospital procedures, written and illustrated by the kindergartners, was available for parents and children to read while waiting in the emergency room. Finally, new toys for the waiting room were purchased to help comfort patients.

Learner Outcomes

Students learn to:

- ☐ Develop characteristics of caring, compassion, and good citizenship;
- ☐ Express themselves through writing and art;
- ☐ Develop problem solving and cooperative learning skills; and
- ☐ Develop an understanding of the money system.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts

- ▫ Language strand: 1, 3, 5
- ▫ Literature: 8, 9
- ▫ Composition: 20, 21, 22, 23, 25
- ▫ Media Strand: 26

OVERVIEW

The Need

In order to remain fiscally solvent, the North Adams Regional Hospital made necessary but drastic changes in the way it conducted business. In the process, the pediatric wing closed and many children had to use the emergency room as their primary care facility. Children expressed fear and discomfort around their experiences at the hospital. The students volunteered to change the appearance of the emergency room to ease the anxieties so many of them were experiencing. Their efforts to create a nurturing environment were guided and supported by the classroom teacher, the school librarian and the regional hospital personnel.

Recognizing the need to create a "more nurturing" or "less frightening" emergency room experience for the pediatric population, the kindergarten class set out to create a pleasant place for a child to be with his/her family. After receiving approval and support from the hospital personnel to create an emergency room waiting area that welcomes children, the partnership between the Sullivan School and the North Adams Regional Hospital Day Care was established.

A CSL Response

Kindergartners changed the hospital emergency room experience for all their peers. After touring the facility with their teacher, these children created art work to decorate the walls and purchased toys for the waiting room area. More importantly the class wrote a book to be read by the parent and child while sitting in the waiting room. This children's book explained the emergency room procedures. Interviewing hospital personnel, from the CEO to members of the housekeeping staff, the children not only collected pertinent information to include in their hospital room book, but also made discoveries of their own regarding medical careers, safety precautions and germs.

Service Component

In the spirit of "caring about others" a class of five and six year olds learned early in their lives, they could make a difference in the lives of others. Throughout the school year the children maintained their enthusiasm, as they took steps to make the "emergency room" become more family-friendly.

Celebration

The hospital emergency room served as a place of celebration for a special group of kindergartners determined to "cheer up" the surroundings. With an air of maturity, these children climbed ladders to secure their artwork. They explained to the nurses, doctors, janitorial staff, and cafeteria workers why they were there and what made their work worthwhile. In celebration of their contribution to the community each child received a certificate of achievement, followed by a reception in the cafeteria.
Reporters from the local papers interviewed class members, who shared their goals, accomplishments and what they had learned. The smiles on the faces of the adults during the celebration reflected the sense of pride in the children for their accomplishments, especially at such a young age. The children's smiles reflected their own pride in creating a patient-friendly emergency room for the pediatric population.

Academic Gains

Working cooperatively in small groups, the children developed interpersonal skills as they drew pictures to decorate the walls of the hospital. Collecting data regarding hospital procedures, the students developed listening and oral language skills as they interviewed the hospital personnel. The new knowledge the students gained from the answers to their research questions was shared with the public through a big book of writing.

Math became an important aspect of this project. Students not only earned the funds to purchase toys for the emergency room, but they also practiced comparative shopping strategies to purchase the items at an affordable price.

At the outset, the kindergartners thought that buying the toys would be easy, but they eventually realized that there were many points to consider. How would the toy be laundered or disinfected in this setting? How safe was the toy for very young children? How many parts made up the toy?

Throughout this project speaking, listening, writing, math and thinking skills laid the foundation necessary for the children to be able to complete the multileveled tasks.

Societal Gains

At the heart of this project young children are learning they can make a difference in their community. As a result of the kindergartner's taking the time to collaborate on ways to improve the new pediatric emergency room setting, many ill children would now have positive experiences at the hospital. The staff at the hospital wrote the children a note after the redecorated emergency room had been in use for sometime. The note explained that the hospital routinely had to use a restraining board with uncooperative children. The note went on to say that since the students had done their work in the hospital, this board had not been needed. The doctors and nurses credited the students with this success.

The students also received a letter from an elderly gentleman who had been waiting for some tests at the hospital. Nervous and agitated upon his arrival, he happened to be seated in the room that the students had decorated. After reading the book written by the children and looking at the decorations on the wall, he told the students he was calmer and able to face his tests with much more composure. The man thanked the students for their contributions to the emergency room.

In addition to helping students be aware of other people who may be in need, this project also helped the children develop the skills necessary to work as a team. The students realized it was okay not to agree on every decision. When a group decision was required, the students used a ballot box and voted. The ballot system exposed them to the basics of our democratic voting system while introducing them to consensus building strategies.

These anecdotes highlight some of the lives these young children impacted through their project. At this young age, these kindergartners had an opportunity to make a difference in the lives of others. This project exemplifies an opportunity for a very young audience to be active community contributors.

OUTCOMES

Community Partners

The Sullivan School and the North Adams Regional Hospital were the primary partners in this project. The personnel at the hospital worked with the kindergarten teacher to enhance the children's learning experiences. The nurse from the hospital explained to the children the safety precautions necessary in the hospital. In addition to expanding the content of the children's lessons to include safety, the interaction with the hospital staff diminished these children's own fear and anxiety in the emergency room setting.

However, as in many projects, there are several community partners that contribute to the success of the project. The other partners were:

- ☐ North Adams Public Library
- ☐ Custodial staff at North Adams Regional Hospital
- ☐ PTG at Sullivan School
- ☐ Triage Nurse
- ☐ CEO of North Adams Regional Hospital
- ☐ *North Adams Transcript*
- ☐ Local Merchants
- ☐ North Adams Hoosac Savings Bank

I knew the hospital would have the benefit of the emergency room decorated and furnished for kids, but it had more of an impact on the children in my classes than I ever anticipated. It promoted such positive values and was great for their self esteem.

Roberta Sullivan, Teacher

Patrick Muldoon, President, North Adams Regional Hospital, looks at book kindergarten classes made for the Emergency Room.

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
English/Language Arts		
LANGUAGE STRAND		
Standard: Use agreed upon rules for discussion.	Brainstorm a list of toys that would be appropriate for a hospital waiting room.	Self-scoring rubric. Did I raise my hand when I wanted to talk? Did I contribute? Did I listen to others? Acquire and use vocabulary.
	From a collection of different types of toys, each student will choose one toy and verbally tell why it would or would not be appropriate for use in the hospital.	Through observation and questions the teacher will be able to assess the student's understanding of the toy's safety features. Was the student able to use new vocabulary like "germs," "sanitary," "safe," and "appropriate?"
LITERATURE STRAND		
Standard: Recalling prior knowledge.	Students will draw a picture recalling a time when they were in the hospital or a doctor's office. They will explain their work verbally.	1. Teacher and peers will assess picture and verbal description through observation. 2. Identify the basic facts and ideas in what was read to them.
Mathematics		
Standard: Acquire confidence in using math.	Each morning students will collect and count toys.	Students will answer questions of: "How many?" "How many more than yesterday?" "How many more are needed to have twenty?"
	Students will trace numbers and fill in graphs that correspond to number of toys collected.	Teacher will observe accuracy and ease of graphing through direct observation. Relate everyday language to math language.
	Children will problem solve using counting activities. "How many students in the class?" "How many seats on the bus will we need?" "How many self portraits will we have?" "How many more days before we go?"	Children will circle the number they hear. Teacher will correct paper for accuracy in identifying correct written number. Reflect on and clarify thinking about math.

LESSON PLAN Emergency Room

Objective

Students contribute at least one idea to a brainstorm list of toys appropriate for a hospital waiting room.

Learning Standards

English Language Arts: Use agreed upon rules for discussion.

Materials

- easel
- newsprint
- markers
- poster of rubric for individual assessment
- rubric for individual assessment
- appropriate and inappropriate toys.

Procedure

Children sit on the floor around the teacher. Today we are going to be talking about toys. You might get excited so I want to review with you our rules for discussion: point to the poster and review them.

- Ask: What kinds of toys might give comfort?
  Responses: stuffed animals, blankets, favorite toy at home – car, etc.
- Ask: Have you ever seen a blanket in a hospital waiting room's toy box?
- Why do think you never saw one?
- How do you care for a blanket?
- What does your mother do if it gets dirty?
- What would happen if it got dirty in the hospital and it belonged to no one special?
- Tell them: We are going to play a game. I am going to remove a toy from the bag. Raise your hand and tell me if you think this is an appropriate toy for a hospital waiting room or not.

A stuffed animal	no - has to be washed
Magna Doodle	yes - washable
Doctor Kit	yes - washable / not sharp items

Place all the appropriate toys on display so students will know what kind of toys to bring in to school.

Assessment

- Each child will complete a rubric read by the teacher. The child will circle "yes" or "no" next to each toy named to determine appropriateness.

Assessment

Throughout this project students evaluated their own performances with rubrics and checklists. The teachers assessed student growth through direct observation, questions and answers. Students and teachers reflected before, during and at the completion of the service-learning project.

With this age group, teacher-directed discussions were an effective strategy to assess both the academic and societal growth of the student population. The excitement and high energy generated by the project was evident by the student responses to the reflective questions. Students were eager to share stories of their own medical experiences, the toys they found comforting, and ways to earn money for toys. The teacher channeled these discussions to accomplish established outcomes such as increasing counting skills, using past experiences, and developing new vocabulary. This project matched the classroom instruction with solving a real world problem, in this case, making the emergency room less frightening.

Community Service Learning
"Learning by Doing"

Editor: Deborah Coyne
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Volume I, Edition 1
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Kindergartners Help Cheer Up the Hospital

Each year the students in Roberta Sullivan's kindergarten class create materials to decorate a treatment area of the North Adams Regional Hospital. The idea came to life a few years ago when Ms. Sullivan and her students painted pictures, wrote books, and donated stuffed animals and toys to the hospital's emergency room where children were being treated. The Kindergartners thought the patients would feel more comfortable in a room that had familiar works of art and books that kids could relate to. The project was submitted to the Hardee's Rise and Shine for Community Service Program by Deborah Coyne, North Adams CSL coordinator because she thought it was a special project. And special it was! Four projects from around the country were recognized, one from Florida, Indiana, Georgia and of course North Adams, Massachusetts. The school received a five thousand dollar prize and a color picture in the USA TODAY newspaper. Congratulations on a job well done!
(Sullivan School News, Dec. 1998)

TIMELINE

February

- Brainstorm questions about the hospital facilities.
- Develop partnership with hospital
- Children draw pictures to decorate emergency room walls
- Guest speaker from the hospital – Safety Precautions:
- Things Not To Touch In the Hospital

March

- Organize field trip to hospital – permission slips/chaperones/vans
- Brainstorm "How to make money to purchase toys?"; Lesson on "Germs"
- Class interviews hospital personnel to determine hospital procedure
- Class writes and illustrates book describing hospital "procedures"
- Class collects money and toys for hospital waiting room
- Class decorates voting boxes/nametags
- Class representatives purchase toys for waiting room

April

- Bind class book
- Develop field trip ruls
- Invite newspaper to celebration at hospital
- Celebration at hospital: decorate/ celebrate

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

☐ Drawing Conclusions

Drawing Conclusions: Read the paragraph below. Underline the question you must answer. Circle the words in the paragraph that help you answer this question. Write your answer in paragraph format.

The parents brought their seven-year-old boy to the emergency room. About a half-hour ago he had been hit just above his right eye with a baseball and it was still bleeding. The young boy was hurt and scared. He had never been to an emergency room before today. A nurse brought the mother and child a book to read about the emergency room. On one page in the book it showed a doctor stitching a young boy's finger. The boy in the picture was not crying. What do you think this young boy will do if the nurse says he needs stitches over his eye? Why?

Challenges	Solutions
Children completed self-portraits only to discover that all materials on the walls in the hospital had to be washable.	Students learned how to use the laminating machine after brainstorming possible solutions.
Students wanted their artwork to form a border around the top of the room but also wanted to hang their own work that would be too high for them to reach.	They solved this problem with the help of the custodial staff who supplied hammers and ladders and climbed behind the students to keep them safe.
Students could not always agree on what books and toys to buy.	Students solved this problem by learning how to vote. They used a ballot box and pictures and improved their counting skills.
Some students expressed fear of visiting the emergency room because of past experiences.	A pediatric nurse and a triage nurse visited the classroom on several occasions to share pictures and give explanations of what the children could expect to see and hear when they visited. They also answered questions and asked a few of their own to help students reflect on the purpose of their visit.
Students and teachers worried about what would happen if a real emergency occurred while they were at the hospital.	They planned on how they would take the elevators to the next floor and exit the building. They practiced proper behavior.

Hardee's Restaurant across the USA are proud to salute young children "who rise and shine" for their communities.

Award given to Sullivan Elementary kindergartners for their "ER" projects

Extending the Vision

As a result of the emergency room project many other agencies in the community have expressed a wish to have the children decorate rooms for them. The children have decorated rooms at the Louison House, a homeless shelter. Plans are being discussed to decorate rooms in day care centers, police waiting rooms, courtrooms, mental health waiting rooms, doctor's offices and other places that could benefit from a child's touch.

To maintain our child-friendly emergency room, kindergartners visit the hospital yearly to redecorate the treatment area and donate new toys to the children treatment area.

IN CONCLUSION: Connecting School to Community

The Emergency Room Project was initiated after kindergartners expressed fear and discomfort when visiting the hospital. During a problem-solving session the children thought that patients would be more comfortable in a room that had familiar works of art and books kids could understand. As a class, they decided to change the appearance of one of the waiting rooms at the hospital by displaying their own original artwork. From within the walls of the classroom, an idea to improve a situation in the community was developed. The teacher contacted the community agency, North Adams Regional Hospital, and a connection between the school and the community was made.

The school and the North Adams Regional Hospital had a common goal: to create a child-friendly emergency room. Working together the classroom teacher and the hospital personnel gained insight into each other's working environments. The hospital personnel viewed first hand the way our youth learn during their classroom visits. On the other hand, the children were motivated to produce higher quality projects for a real audience.

As a result of the success of the emergency room project several other community agencies have requested student artwork for their facilities. With each facility these children have an opportunity to learn more about the make up of their community and the people who live in it. This project has enhanced the learning experiences of many kindergartners as they apply their learned classroom skills to real world problems. More importantly, this project has demonstrated to the community that even kindergartners can make a valuable contribution to their community.

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UNIT 2

Safety on the Bus

Brayton Elementary School
North Adams, Massachusetts

Subject Area
Interdisciplinary Unit—
Language Arts, Health,
Social Studies, Reading, Art

Area of Service
Public Safety

Grade Level
Grade 3 and Grade 5

Author of Project
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Designers of Project
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In Brief

Third graders decided they had endured their last moments of torment from bullies on the bus. Enlisting the help of fifth graders, they interviewed students, school administrators and bus company personnel to better understand the problem of safety on the school bus. In the process, they discovered strategies for improving their own behavior and ways to make the buses throughout the city more user-friendly.

Learner Outcomes

Students learn to:

- ☐ Explain and describe a point of view in a public setting;
- ☐ Gather information and data to support solutions;
- ☐ Examine their own behaviors toward becoming good citizens;
- ☐ Understand that they can make a difference;
- ☐ Practice active listening;
- ☐ Use mediation techniques;
- ☐ Plan and host an event;
- ☐ Mentor peers;
- ☐ Break down stereotypes; and
- ☐ Write using a variety of genres.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts

- ▫ Language strand: 1, 2, 3, 4, 5, 6
- ▫ Literature strand: 9, 10, 11, 12, 13, 14, 18
- ▫ Composition strand: 19, 20, 21, 24, 25

Science and Technology

- ▫ Inquiry strand: 1, 2, 3, 9

OVERVIEW

The Need

Students in the third grade at Brayton Elementary School were troubled by bus problems and felt powerless to change the situation. Some students were reporting upset stomachs or were unable to settle down upon arrival at school because of bullying behavior on the bus. Some parents chose to drive the students to school.

A CSL Response

Third graders were eager to talk about inappropriate behavior such as swearing, vandalism to school property, yelling and pushing, objects being thrown and the general lack of discipline that seemed to be universal on school buses. During these discussions, students made lists that identified areas of concern and talked about what they could do to make things better. They researched what other communities do to ensure bus safety. During the initial year of the project, students worked on reducing incidents of bullying. They role-played to discover ways to prevent bullying behavior. Recognizing that fifth graders were often the culprits, the third graders enlisted their help in identifying poor behavior and putting an end to it. The younger children promoted the role of mediation. They also informed school administrators of problems on the bus and suggested possible solutions. The second year, the third graders decided that the bus drivers could be an important part of the solution and designed a project to get to know the drivers better. Students recognized the importance of having drivers feel part of the school community, with a voice in policy and discipline. During the project's third year, third graders plan to explore the role that parents and community members can play in promoting safety on the bus.

I learned you need to stay out of other people's business. I've also learned to respect other people's feelings. I dislike when other people use foul language. I think the bullies should lay off the younger kids. They shouldn't take their anger out on the kids when it happens at home.

Jordan Moon,
5th grade student

Third and fifth graders role-playing good bus behavior.

We have learned that it is probably aggravating for a bus driver when he has to drive and keep all of the kids under control. We also learned that if you get to know your bus driver, he or she can be a really good friend.

Ross Modena, Student

Brayton School students Kelsey Robare, 10, right, and Frank Albis, 11, on bullhorn, led their classmates in Bus Driver Appreciation Day.

Service Component

Significant changes resulted from the third graders' campaign to improve safety on the bus. The students presented their concerns to all parties involved in a non-confrontational way, without placing blame. In the process, they discovered strategies for improving their own behavior and ways to make the buses throughout the city more user-friendly. By seeking the input of bus drivers, the students involved them in the solution. The students rewrote school policy and presented their work to the school committee, who approved the revisions. As a result of the students' efforts, the number of bus incidents has been cut in half.

Celebration

The students invited parents, teachers, school officials, public officials, bus company owners and employees and community members to a luncheon where they led team-building activities. They also presented a play about bullying on the bus and made proposals for improving bus behavior. Everyone received certificates of participation and agreed on common goals to prevent violence not only on the bus but throughout the school community.

OUTCOMES

Academic Gains

Students learned that they could make a difference. They learned active listening skills, peer mediation strategies, letter writing, how to host an event, how to role play as a means of looking at problems, and how to write letters of inquiry, invitation, and thanks. They practiced public speaking to express effectively their points of view and discuss issues. They applied their reading skills to gather information and data and to gain perspective and understanding.

Societal Gains

Students examined their own behavior and values and realized that they have a stake in being good citizens. They learned to address individual problems through group effort and to develop leadership skills for the good of the community. As a result of their efforts, the school and community are now aware of the problems that exist in transporting students to and from school. Students have worked on their own responsibilities on the bus and have developed a relationship with the bus drivers to promote trust and understanding. The coordinator of transportation is "on board" with a commitment to listen to students' needs and to act in a way that will improve the situation. This project and its success can continue to be extended in countless directions. All children will share in the increased safety that will be part of the bus routine.

Community Partners

Over the course of three years, this project has expanded in scope and community partners. Students identified the stakeholders in the community and invited them to participate in defining ways to provide safe transportation to all students in the school system. The stakeholders include:

- ☐ School committee
- ☐ School councils
- ☐ PTO
- ☐ Bus drivers
- ☐ Owners of the bus company
- ☐ Mayor
- ☐ North Adams Public Library
- ☐ Transportation coordinator
- ☐ North Adams Police
- ☐ Teachers

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
English/Language Arts		
LANGUAGE STRAND		
Standard 1: Use agreed upon rules, informal and formal, for discussions in small and large groups.	Students discussed problems on the bus and brainstormed ways to fix them.	Check list for discussion. Did I raise my hand? Did I practice active listening? Did I contribute? Teacher also assessed through direct observation.
Standard 3: Plan and present effective dramatic readings, recitations and performances that demonstrate appropriate consideration of audience and purpose.	Students wrote and performed a play for an audience of students, teachers, parents, administrators, bus drivers and policemen. They had a clear purpose of demonstrating bus problems and asking for help.	Presentation assessment.
COMPOSITION		
Standard 20: Select and use appropriate genres, modes of reasoning, and speaking styles when writing for different audiences and rhetorical purposes.	Students wrote formal letters to school administrators telling them about the project and informal letters to 5th graders asking for help.	Letter writing assessment.
Science and Technology		
INQUIRY		
Standard 1: Observe and describe familiar objects and events, identifying details, similarities and differences.	Students observed behavior on the school bus and playground. They discussed behavior of third graders, fifth graders, bus drivers and adult monitors.	Rubric used to grade a compare-and-contrast essay on what the bus had been like before the project and how it had changed after the project.
Standard 3: Make predictions based on past experience with a particular material or object.	Students predicted whether or not the fifth graders would be willing to help them based on the behavior they had observed on the bus. Based on their real-life observations, third graders also predicted whether the bus drivers would become their friends.	Students created a chart showing predictions and were assessed on originality, creativity and pride of presentation.

LESSON PLAN Choosing Topics

Objective

Students will collect a variety of sample logos and mission statements and, in small teams, design a logo and mission statement for their group to develop a sense of community. Mission statements and logos will be displayed and the thinking behind them will be explained to the large group. Students will examine the question of how organizations develop unity and commitment among their members. They will also explore the sub-question of how they can apply this knowledge to improve bus behavior.

Learning Standards

Social Studies, Strands 1, 3, 4

Science and Technology, Strand 3

English Language Arts, Language Strand

Materials

Samples of various logos and mission statements

Markers and large paper

Rubric for assessment

Procedure

Part 1

Examine and discuss the importance of logos and mission statements:

- What is the school's mission statement?
- What is the purpose of a mission statement?
- Would a mission statement for this project guide us and how?
- How would a logo help our project?
- What are the parts of a good logo?
- Which commercial logos do you recognize immediately?

Part 2

Break into small groups to design mission statement and logo.

Form cooperative groups by assigning roles within group.

Discuss tasks and perform them.

Be ready to report back to large group for presentation of products and rationale.

LESSON PLAN continued

Part 3

Product, Performance and Presentation:

- As a group, with each member contributing, convince the class of the value of each logo and mission statement.
- Each group presents.
- Each group fields questions about the products and the logic behind them.
- Each class member evaluates the logos and statements through use of a rubric to determine which one will be adopted by the class.
- All logos and mission statements are displayed for all to see.

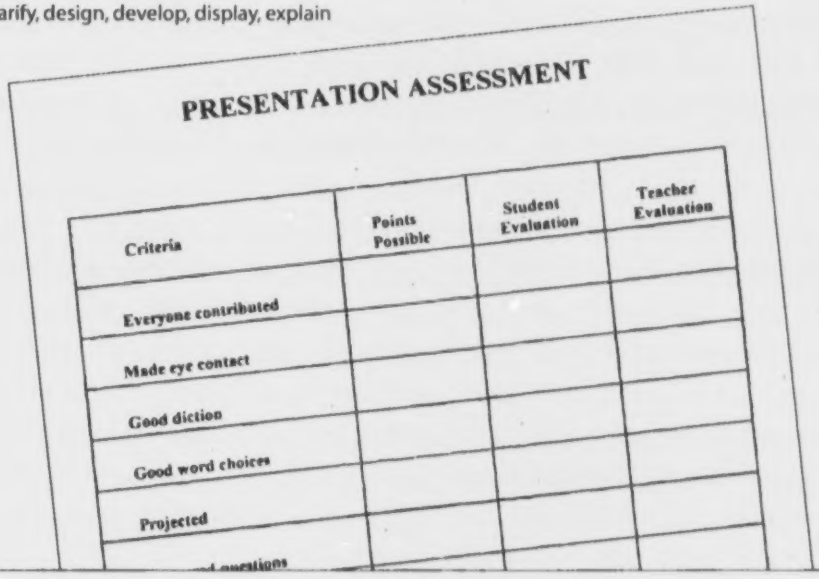
Assessment strategies

Rubric for product and presentation

Self-evaluation for group work

Competencies

Collect, clarify, design, develop, display, explain



PRESENTATION ASSESSMENT

Criteria	Points Possible	Student Evaluation	Teacher Evaluation
Everyone contributed			
Made eye contact			
Good diction			
Good word choices			
Projected			

TIMELINE

September
Identify problem.

October
Creation of worry book allows students to talk about fears.

November
Identify 3 areas of focus—bullying, bus drivers, community.

December
Invite 5th graders to assist effort. Examine strategies for improving behavior.

January
Interview students, administrators, bus personnel.

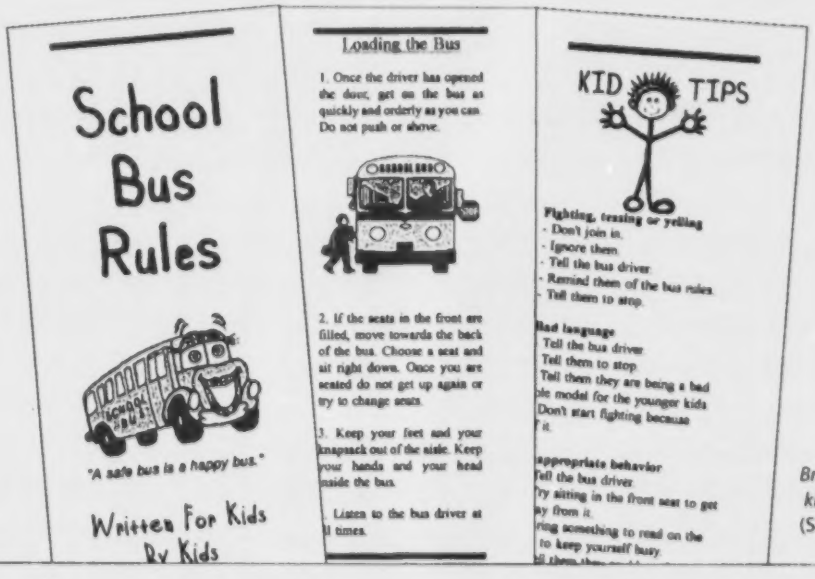
LESSON PLAN continued

Product Assessment Rubric for Logo

Criteria	*Points Possible*	*Student evaluates*	*Teacher evaluates*
Useful for bus project			
Clear message			
Pride in presentation			
Clear explanation			
Team effort			
Good design			
Total			

Reflection

- Reflection journals
- Public Presentation
- Play writing and improvisation
- Brochure of rules for and by students


School Bus Rules
"A safe bus is a happy bus."
Written For Kids By Kids
Loading the Bus
1. Once the driver has opened the door, get on the bus as quickly and orderly as you can. Do not push or shove.
2. If the seats in the front are filled, move towards the back of the bus. Choose a seat and sit right down. Once you are seated do not get up again or try to change seats.
3. Keep your feet and your knapsack out of the aisle. Keep your hands and your head inside the bus.
Listen to the bus driver at
times.
KID TIPS
Fighting, teasing or yelling
- Don't join in.
- Ignore them.
- Tell the bus driver.
- Remind them of the bus rules.
- Tell them to stop.
Bad language
Tell the bus driver.
Tell them to stop.
Tell them they are being a bad
ole model for the younger kids
Don't start fighting because
it.
appropriate behavior
Tell the bus driver.
Try sitting in the front seat to get
ay from it.
ring something to read on the
to keep yourself busy.

Brochure written by kids for kids.
(See Addendum)

TIMELINE

February
Research approach of other communities.

March
Write play. Host bus driver appreciation celebration.

April
Identify important school and community leaders to be invited/ involved in public forum.

May
Research ice-breakers, games for forum.

June
Host public forum.

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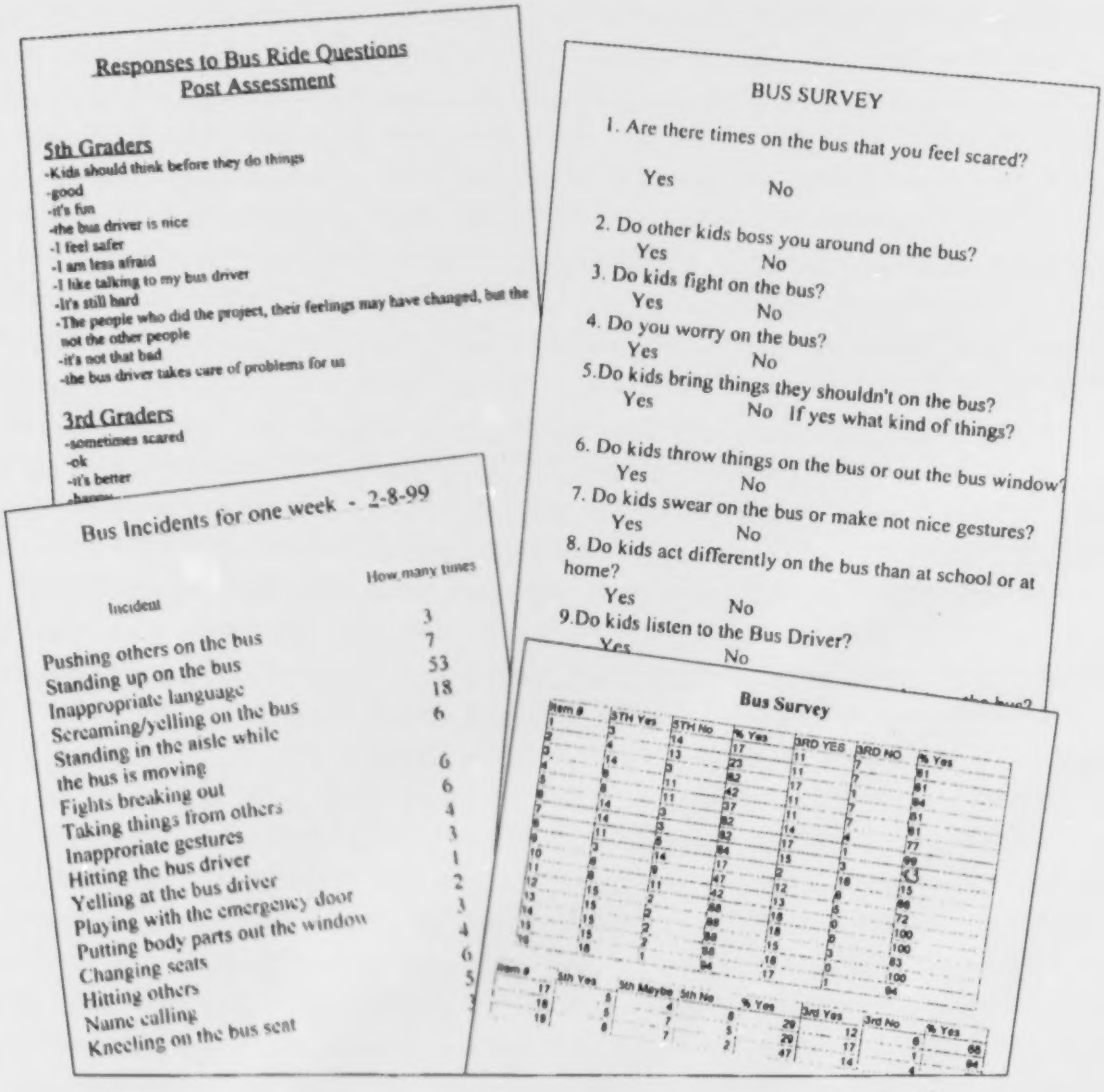
Assessment

Within the context of this unit several strategies were implemented to assess the student's progress. First, the use of a rubric by both the teacher and the student was interspersed throughout the unit. Using a rubric, students not only completed a self-evaluation of their ability to follow rules during a discussion, but also assessed their oral presentations by matching the descriptors on the rubric to their performance. Second, the teacher gathered valuable insight into the child's progress by directly observing of the student's progress as the project developed from its original problem solving session to group presentations. Finally, students monitored their own progress using check lists and comparison charts. Students kept a check list of behaviors observed on the bus. During this project students continued to reflect on their progress by comparing the actual outcomes achieved to the initial unit goals. In an attempt to evaluate the knowledge they gained in this project, students were encouraged to utilize a variety of assessment tools and were empowered to participate in their own assessment.



Responses to Bus Ride Questions
Post Assessment

5th Graders
-Kids should think before they do things
-good
-it's fun
-the bus driver is nice
-I feel safer
-I am less afraid
-I like talking to my bus driver
-It's still hard
-The people who did the project, their feelings may have changed, but the not the other people
-it's not that bad
-the bus driver takes care of problems for us

3rd Graders
-sometimes scared
-ok
-it's better

BUS SURVEY

1. Are there times on the bus that you feel scared?
Yes No
2. Do other kids boss you around on the bus?
Yes No
3. Do kids fight on the bus?
Yes No
4. Do you worry on the bus?
Yes No
5.Do kids bring things they shouldn't on the bus?
Yes No If yes what kind of things?
6. Do kids throw things on the bus or out the bus window?
Yes No
7. Do kids swear on the bus or make not nice gestures?
Yes No
8. Do kids act differently on the bus than at school or at home?
Yes No
9.Do kids listen to the Bus Driver?
Yes No

Bus Incidents for one week - 2-8-99

Incident	How many times
Pushing others on the bus	3
Standing up on the bus	7
Inappropriate language	53
Screaming/yelling on the bus	18
Standing in the aisle while the bus is moving	6
Fights breaking out	6
Taking things from others	4
Inapproriate gestures	3
Hitting the bus driver	1
Yelling at the bus driver	2
Playing with the emergency door	3
Putting body parts out the window	4
Changing seats	6
Hitting others	5
Name calling	3
Kneeling on the bus seat	

Bus Survey

Item #	5TH Yes	5TH No	% Yes	3RD YES	3RD NO	% Yes
1	3	14	17	11	7	61
2	4	13	23	11	7	61
3	14	3	82	17	1	94
4	6	11	35	11	7	61
5	8	11	42	11	7	61
6	14	3	82	14	4	77
7	14	3	82	17	1	94
8	11	6	65	15	3	83
9	3	14	17	2	10	15
10	8	9	47	12	6	67
11	8	11	42	13	5	72
12	15	2	88	18	0	100
13	15	2	88	18	0	100
14	15	2	88	15	3	83
15	15	2	88	18	0	100
16	16	1	94	17	1	94

Item #	5th Yes	5th Maybe	5th No	% Yes	3rd Yes	3rd No	% Yes
17	8	4	6	29	12	6	66
18	5	7	5	29	17	1	94
19	6	7	2	47	14	4	84

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CONNECTING TO MCAS: OPEN RESPONSE QUESTION

☐ Compare / Contrast

At the beginning of the school year, third graders reported that school bus behavior was causing problems for many students. Incidences of bullying, bus vandalism, swearing, thrown objects and other behavioral problems were a cause for concern. At the end of the school year and after students had worked together to find ways to end bullying, fewer problems existed on the bus.

Write a compare and contrast essay on what bus behavior was like before and after the project.

Because CSL honors all learning styles and allows students to be doers, it ties in nicely with the curriculum frameworks.

Karen LeFave,
Grade 3 teacher

Challenges	Solutions
This project had the potential to be a political bombshell. New legislation allows litigation for harassing behavior in school and million dollar awards have been made in lawsuits involving school failure to act upon reported incidents.	Teachers kept careful records of reports, informing administrators of incidents that required immediate discipline.
It is easy to point the finger of blame and make accusations. Brainstorming could have become gripe sessions with no solutions.	Students were encouraged to talk about their own shortcomings and learn how to improve their behavior. They became peer mentors to other students. They learned the art of active listening and gave all groups the opportunity to present themselves in a positive way.
Third graders identified older students as some of the bullies.	Third graders invited fifth graders, the oldest group in the school and the source of many of the culprits, to partner with them in this project and to help them find solutions.
Both teachers and students recognized that this project was huge and could be overwhelming.	Students and teachers did not try to fix everything at once, recognizing that getting the problem on the table was a huge first step. They broke the project into sections. The first year, they worked on recognizing and fixing bullying behavior. The second year, they worked on getting to know bus drivers as individuals and giving them a voice in school communities. Next year, they will work on parent and community involvement.

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I learned that kids' behavior on the bus is much different than elsewhere. I learned that I should not be a bully and hurt kids. People should respect other people on the bus. I should set a good example for other kids on the bus.

Komal Shah,
5th grade student

Extending the Vision

- ☐ Next year, students will work with parents, neighborhoods and community members to encourage them to become the eyes and ears to help children be safe.
- ☐ Students are learning that they can play a big role in violence prevention and making schools safe. They are learning how to be pro-active and that civic involvement leads to improvement.
- ☐ Students have developed a concern for the well-being of others and recognize their power to improve conditions for themselves and others.
- ☐ Students have expressed a desire to share their new understanding by teaching students in other schools.

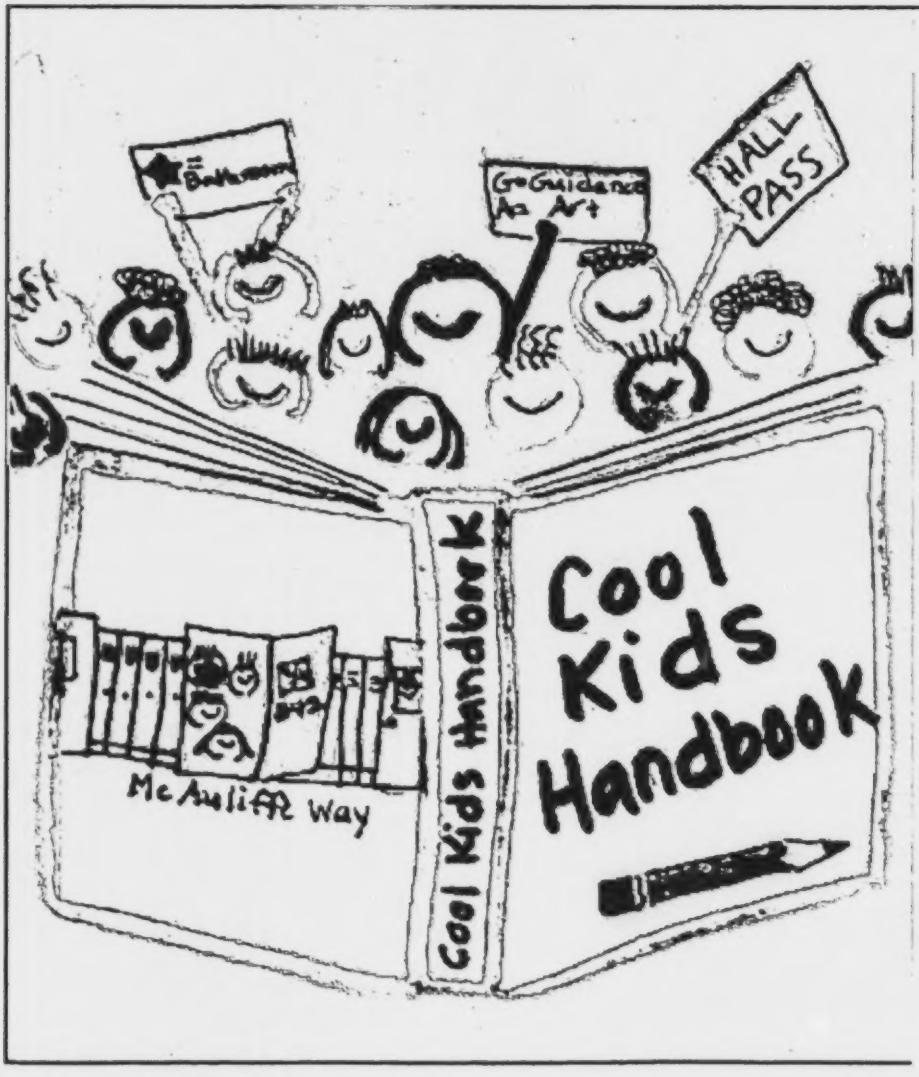
In Conclusion: School's Role in the Community

The third graders' campaign to make buses safer places brought the school and community together to address an issue that could otherwise have been divisive. Teachers were amazed at their students' ability to take ownership of the initiative. The project demonstrated the effectiveness of the model of students as workers, teachers as coaches. Students were empowered by the experience, while teachers reported feeling inspired and renewed.

Teacher explaining project to third and fifth graders.

UNIT 3

Cool New Kid Handbook



Fuller Middle School
Framingham, Massachusetts

Subject Area
Language Arts

Area of Service
Educational

Grade Level:
Middle School, Grade 7

Author of Project
Susan E. Basiri
email:
sbasiri@framingham.k12.ma.us

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In Brief

To meet the needs of Fuller Middle School's student population, a group of seventh graders created a kid-friendly student handbook to accompany the school's traditional handbook. In the student-generated book, seventh graders personalized the usual rules and regulations with original illustrations and student quotes. Additional features ranged from helpful hints such as which water fountains provide the coldest water, to interviews with teachers and newly entered students.

Learner Outcomes

Students learn to:

- ☐ Identify a need and employ problem solving skills to address it;
- ☐ Compose questions and conduct interviews;
- ☐ Work cooperatively capitalizing on each student's talents; and
- ☐ Organize diverse types of information into a logically sequenced document for a specific audience.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts

- ▫ Language strand: 1, 2, 5
- ▫ Composition strand: 20, 21, 22, 23

OVERVIEW

The Need

The traditional student handbook of Fuller Middle School did not fully meet the needs of the school's student population. Missing from the list of rules, regulations, and school procedures was the student perspective on adjusting to a new school.

A CSL Response

7th grade students were fascinated by the many community service learning projects being conducted at Fuller Middle School. After discussing the definition of "community," the class decided to focus on the school as its community. They felt that incoming students needed a kid-friendly handbook, written in easy-to-understand language, to supplement the traditional student manual. They used the traditional manual as a resource to ensure the accuracy of essential information. Then, students designed a carousel brainstorming exercise (see "Lesson Plan for Choosing Topics") to determine which additional topics they would offer in the student-generated version.

Based on their multiple intelligence strengths, students self-selected their roles as writers, typists, artists, interviewers, organizers and layout designers, and investigators. The last position was prized, as it involved a special building pass approved by the principal to investigate lavatories, water fountains and the cafeteria. Students took their responsibilities seriously. In addition, they demonstrated commitment to the project by sharing and helping each other when necessary to achieve the common goal of a kid-friendly handbook.

Service Component

The student-generated handbook addresses new student concerns such as which bathrooms to use, what's cool and what's not, and how to fit in at Fuller Middle School. The students presented their book, *Fuller: Our Point of View (The Cool New Kid Handbook)*, to the principal and guidance counselors. The guidance department now distributes the handbooks to all incoming students.

Celebration

At a formal reception, the administration presented each student with a copy of the published handbook and a certificate of commendation in recognition of his/her participation in the project.

OUTCOMES

Academic Gains

The tasks involved in developing the *Cool New Kid Handbook* addressed several learning standards while providing students with the opportunity to employ individual talents and strengths (i.e., the multiple intelligence approach). In deciding on the book's contents, students listened to the ideas of others, contributed their own ideas, and together compiled their final list. They peer-edited the contributions for content and form. They composed their entries with the audience in mind, which was not only the "new kid," but also the faculty members who might be reading it with their students.

Societal Gains

Fuller Middle School's core values, "Respect, Responsibility, Results," provided the context for the work done by and for the school community. In the process of reflecting on their expectations as new students at Fuller Middle School, seventh graders became sensitizied to the adjustments of underclassmen. Rather than harassing younger students, upperclassmen, through the process of rewriting the student handbook, came to see themselves as mentors.

Community Partners

This project could not have been accomplished without the support and cooperation of the Fuller Middle School community. The principal issued student-investigators special passes; the guidance department and attendance secretary supplied an up-to-date list of new students; the library staff provided a place for writers to interview new students; students who are bilingual served as translators at these interviews; teachers and staff members granted interviews; and the technology department offered helpful suggestions and guidance.

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
English/Language Arts		
LANGUAGE		
Standard 1: Students will use agreed-upon rules for informal and formal discussions in small and large groups.	In groups reflecting the school's diversity, students discussed their lists of possible topics, making additions and deletions, and then compiled their lists to create a group list. See Lesson Plan for Choosing Topics.	Rubric for group work and completion of task.
Standard 5: Students will identify, describe, and apply knowledge of the structure of the English conventions for sentence structure, usage, punctuation, capitalization, and spelling.	Students discussed as a class and in groups what a letter of introduction should contain. Then, after a mini-lesson on friendly letter writing, each student wrote a letter of introduction to the "New Kid" who would be reading the handbook. See Lesson Plan for Writing a Letter of Introduction.	All final drafts ("biography of a work") were submitted for a composition grade. Assessment also included the teacher-created Specific Skills Proofreading Guide (see Addendum) and McDougal, Littell & Company's General Evaluation rubric.
COMPOSITION		
Standard 21: Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice in their compositions after revising them.	Students who investigated various locales in the school submitted their notes to the writers. They assisted the writers in organizing and developing drafts, which they then peer-edited and revised. Typists completed the final drafts, making additional corrections as needed.	Students and teacher peer-edited for content and form, as well as for standard English conventions in written expression.

FULLER
POINT OF VIEW
COOL NEW KID HANDBOOK

LESSON PLAN Writing Letters of Introduction

Objective

Students will each write a general letter of introduction to a new student.

Learning Standards

English/ Language Arts

Language strand: 3

Materials

- Previously written letters
- Teacher-created Specific Skills check list
- General Evaluation rubric

Activities

Part I

Peer-edit letters of introduction.

As a class, students discuss and post the elements that a letter of introduction to a new student should contain. After a lesson on friendly letter writing, each student writes a friendly letter to a new student, using the agreed-upon information and any appropriate personal information the writer feels the new student should know. Students peer-edit the letters using two writing evaluation sheets. Finally, they revise and proofread for content, structure and grammar.

Part II

Write final letters on the computer.

Students write their final drafts on the computer. Each student uses the two evaluation sheets as well as the tools on the computer.

Assessment

Teacher-created Specific Skills proofreading checklist

McDougal, Littell & Company's General Evaluation rubric

TIMELINE

January
CSL teacher training sessions. Introduce CSL philosophy to class and select project.

February
Determine topics to be included in student-generated handbook.

February-March
Write letters of introduction; conduct research and interviews; create original artwork.

April
Organize information; type text and scan artwork; create table of contents; proof final copy; begin layout of handbook.

May
Complete layout; publish (copy) handbook.

Formally present handbook to principal and guidance department.

Student authors receive certificates of participation and an official copy of the handbook.

LESSON PLAN Developing Interview Questions

Objective

Students will develop approximately ten questions suitable to the person to be interviewed, i.e. student, teacher, or any other member of Fuller Middle School.

Learning Standards

English/ Language Arts

Composition Strand

Materials

- ☐ previously prepared interview questions
- ☐ pens and markers
- ☐ newsprint and masking tape
- ☐ rubric for assessment

Activities

Part I

Choose the ten best questions individual members of your group generated and use these as final interview questions.

Each student reads previously prepared interview questions to her/his original small group.

The group then discusses, approves, rejects, and/or adds new questions.

A recorder writes the final list on newsprint, and the group posts it at the front of the room.

Part II

Create a final list of interview questions.

As a class, the students choose two recorders: one to cross out redundant, unnecessary, or unpopular topics, and one to record the final list.

The class completes a final list of interview questions.

Assessment

Rubric for Group Work and Completion of Task (same rubric as Lesson Plan 1)

Assessment

Students reflected on various aspects of this project in their journals. The teacher responded to each entry, establishing a short-term dialogue. Rubrics were used to assess the development of the book's content, its appropriateness to the audience, its structure and form, its grammar and mechanics, and its graphic presentation (e.g., illustrations).

Student reflections allowed the teacher to gauge the success of individual lessons and the extent to which students worked cooperatively. Students reflected during in-class discussions and in journal entries submitted once every six-day rotation. Students were asked to reflect upon the method of determining content, the topics selected, and the reason for supporting the creation of a new handbook (since the traditional book was already in place).

CONNECTING TO MCAS: OPEN RESPONSE RESPONSE

☐ Compare / Contrast

List the similarities and differences between the traditional *Fuller Middle School Student Handbook* and *Fuller: Our Point of View (The Cool Kid Handbook)* on a Venn diagram. Then take a stand as to which one is more effective in providing information to a new student. Using the information in your Venn diagram, write a compare/contrast essay to support your stand.

Challenges	Solutions
The computer lab schedule is filled.	With the scheduled teacher's permission, allow individual students or groups of two or three access to the computer lab.
New students are scattered in different grades and sections.	Obtain the class schedule for each new student from the guidance department.
New students speak various foreign languages.	Use student translators when possible in conducting new student interviews. (Interviewers work in pairs-a native English speaker with a bilingual student.)
Because they must catch buses immediately after school, handbook writers must interview teachers and new students during class time.	Students make appointments at the convenience of teachers.
Handbook writers need permission to "roam" the building to investigate specific locales.	Students conduct interviews in the library during each grade's lunch; students give teachers advanced notice that interviews will be conducted in the library during a specific period.
A user-friendly handbook requires original student artwork.	A principal-approved, teacher-issued-and-signed pass gives investigators the license to roam. Enlist the help of teachers in the technology education department in scanning artwork.

Extending the Vision

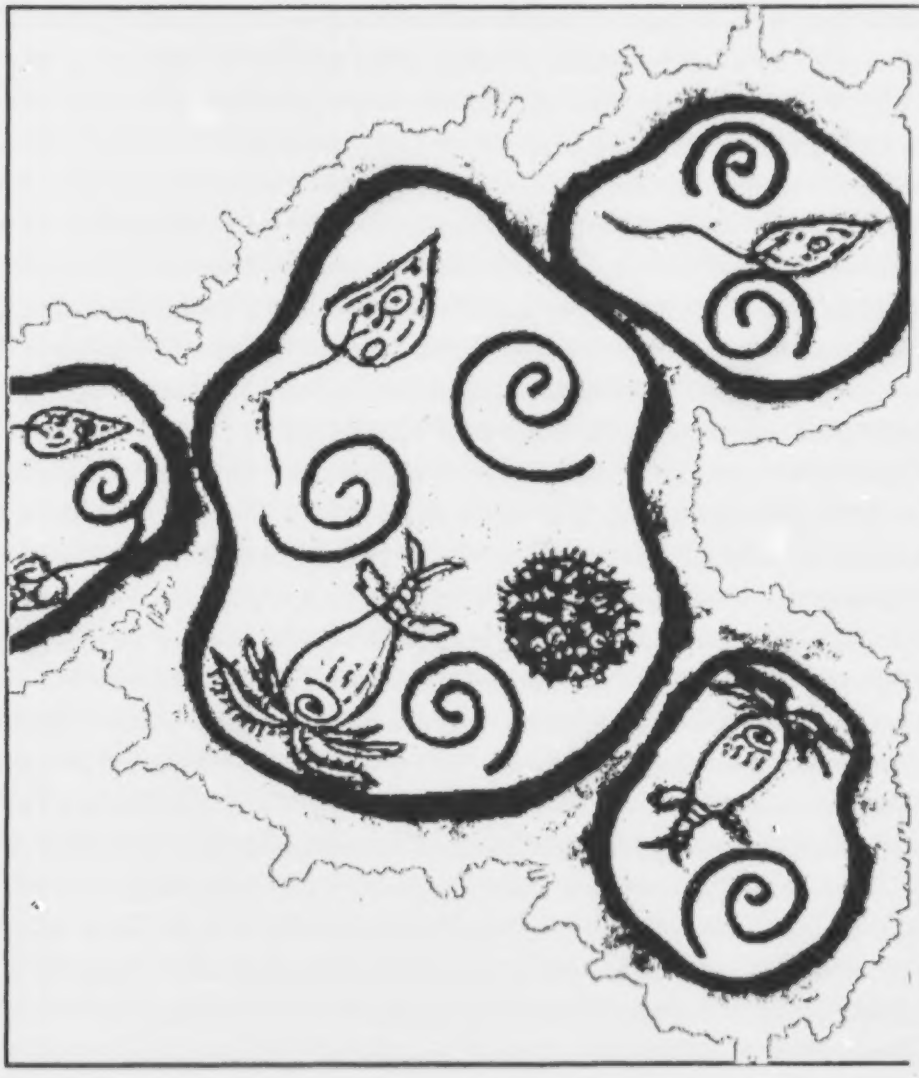
A school community changes constantly, whether by the entrance of an incoming class, the registration of a new student at mid-year or the hiring of new staff. The atmosphere also changes with modifications in the physical plant, the acquisition of new equipment or the adoption of new regulations. With this in mind, a language arts class revises and updates the *Cool New Kid Handbook* yearly. A copy of the handbook is readily available in the library, and the book's introduction invites suggestions and contributions from the larger Fuller community.

IN CONCLUSION

By providing a kid-friendly student handbook, the 7th grade students met a need of the school's student population. In the process, they began to view their school as a community and to see themselves as important contributors to that community. The *Cool New Kid Handbook* is a product in which the students and teacher can all take pride. For the teacher, however, this accomplishment is far outweighed by the students' increased confidence and growing sense of civic responsibility.

UNIT 4

Vernal Pool



Sawyer School
Bolton, Massachusetts

Subject Area
Interdisciplinary

Area of Service
Environmental

Grade Level
Middle and High School

Author of Project
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Collaborators
Larry Isomaki

In Brief

On the first rainy night in spring, students, teachers and community members appear with wading boots and flashlights to observe the salamanders begin their mating rituals in the vernal pools of Bolton. "Big Night" is the highly anticipated activity in students' efforts to collect necessary information regarding the study and certification of vernal pools. Time is of the essence as communities like Bolton hurry to protect their fragile environmental habitats from encroaching development. Knowing the attitudes and resources relative to conservation in your community will help in understanding how to best organize a vernal pool certification project.

Learner Outcomes

Students learn to:

- ☐ Use mapping skills to document vernal pools;
- ☐ Collect scientific data;
- ☐ Identify vernal pools (flora, fauna);
- ☐ Understand life cycles of vernal pool inhabitants;
- ☐ Present their observations—written, verbal and visual; and
- ☐ Advocate for protection of community natural resources.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

Science & Technology

- ▫ Inquiry Strand: 1
- ▫ Domains of Science Strand: 2
- ▫ Science, Technology and Human Affairs Strand: 4

Mathematics

- ▫ Number Sense Strand 1
- ▫ Patterns, Relations and Functions Strand 2
- ▫ Geometry and Measurement Strand 3
- ▫ Statistics and Probability Strand 4

History and Social Science

- ▫ Geography Strand: 4, 6

Arts

- ▫ Connecting & Contributing Strand: 6, 7

OVERVIEW

The Need

Bolton is a small community of approximately 20 square miles in east-central Massachusetts. In Bolton the study and certification of vernal pools is a perfect vehicle for connecting community needs for land and species protection with learning at the Florence Sawyer School, a K-8 elementary school. Historically there has been strong support in the community for purchasing open space and protecting the town's natural resources. Because of this prevailing attitude, community service-learning projects with an environmental focus have been especially successful, and enjoyed strong support from community volunteers. The geologic history of Bolton is rich as evidenced by its glacial till soils, exposed striated bedrock, ground moraines, drumlins, and other physical characteristics. This glacial action produced many depressions such as kettleholes, which were left behind to form what are now called vernal pools.

What are vernal pools anyway? Vernal pools are contained basin depressions generally holding water for at least two months in the spring and summer and supporting the activities of amphibian and invertebrate species. "Vernal" means "spring" in Latin so these pools are filled with spring snow melt and spring rains, usually drying up by late summer. Certification is becoming an increasingly important activity because of the habitat destruction many communities are faced with today. Students can play an important role in supporting local conservation commission's efforts to certify as many vernal pools as possible in their towns.

Students have an innate curiosity and fascination with vernal pools. The certification process provides a meaningful context for students to develop a variety of skills while gaining a deeper understanding of the challenges around the protection of our natural resources."

Bonnie Potter,
Environmental Educator

Students documenting and observing Vernal Pool activity.

Cover Excerpt from Wicked Big Puddles

Science is a system for exploring truth and gathering information. Graphics is the art of the presentation of information in an attractive and enhancing package. Scientists are not noted for their graphic arts skills.

For years scientists have ignored the graphic and visual art while thinking the quality and value of their work would be sufficient for its acceptance. After all, if we discover the truth, what more is required? Perhaps, among scientists such was once true. Certainly, today, we value the impact and clarity of a well designed presentation, be it report, poster, transparency or slide program. Accuracy is still the baseline, but understanding can be enhanced by emphasis, illustration, layout, color and design. Just as we must be trained to think clearly, we must be trained to present clearly. Communication goes beyond the oral or written word; it is visual, very visual.

OVERVIEW continued

A CSL Response

The certification process provides a living, real world curriculum for students to learn about their community and for teachers and volunteers to model important attitudes about land protection and field study techniques. Individual projects give students the opportunity to collaborate with others while exploring their own interests and developing new skills. Students are encouraged to learn about the issues surrounding vernal pools, such as land development pressures, and to ponder possible solutions. Project-based learning of this kind can provide a multitude of experiences for students to develop a sense of community. From explorations and observations emerge their stories that they eagerly share with each other and the community. Through the process of reflection students are encouraged to analyze, hypothesize and ponder the mysteries of the natural world. Documenting their observations in journals enables students to record and reflect further on their experiences of their community. Vernal pool certification enhances Bolton's watershed approach to teaching and crosses all subject areas particularly domains within the sciences.

Vernal Pool Certification involves the following:

- ☐ Learning about vernal pools
- ☐ Understanding certification, protection and the law
- ☐ Locating a vernal pool
- ☐ Assessing the vernal pool
- ☐ Documenting the findings
- ☐ Mapping the pool
- ☐ Collating the information
- ☐ Submitting material to Natural Heritage Program
- ☐ Practicing stewardship

Service Component

When the certification material has been submitted and individual projects are completed, students share their accomplishments with community volunteers, town boards and other classes. In Bolton, town boards have been receptive to help from students and appreciative of their efforts to meet the needs of the town. Student presentations have generated lively discussions of other ways students can participate in town matters. These presentations to community volunteers, parents and other classes give all students the chance to practice their public speaking skills and to take pride in their accomplishments.

Celebration

The ideal celebration includes representatives of Natural Heritage and Endangered Species division, a representative from state government and members of town government gathering to applaud and acknowledge the accomplishments of the class. Also to be included are parents and volunteers who need to thanked for their participation. A certificate of participation for students further enhances the special nature of the project.

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OUTCOMES

Academic Gains

- Learning collaborative skills
- Collecting, collating and evaluating data
- Presenting findings
- Understanding state and local wetland laws
- Connecting classroom skills with real life relevant activities
- Learning through interdisciplinary, integrated strategies

Societal Gains

Volunteers and community groups are inspired to come together to support student activities that make significant contributions to the community - increased land protection and awareness of natural resources. This collaboration expands awareness in both groups of the effectiveness of working together toward a common goal.

Community Partners

Every community has numerous potential partnerships. The challenge is to facilitate these partnerships and the communication necessary to sustain the relationships. In Bolton a community coordinator and teachers have worked as a team, meeting regularly. The coordinator has helped make connections between student projects and specific community needs and resources, such as local speakers who have specific knowledge of topics like GIS mapping and wetlands protection.

One of the most exciting events in the study of vernal pools is "Big Night." This is the first rainy night in the spring when the temperature is 40 degrees or above, thus triggering the salamanders' migration to the vernal pools to begin the mating ritual. Community volunteers play a critical role in organizing students at different locations so they may all experience being at a vernal pool on this special night. Each student is instructed to wear boots and bring a flashlight (covered with cellophane, which is less disturbing to the salamanders). Those documenting the event bring tape recorders, cameras, camcorders, and the like. When students finally have the opportunity to observe the salamander migration and their "congressing" on the pool bottoms, interspersed with individual salamanders gracefully undulating to the surface for gulps of air, they are totally captivated.

The color copier, color printer, and the personal computer with its word processing and drawing programs provide us with the tools of effective communication.

Now, we need to learn the effective use of these tools. Just as a person with inappropriate vocabulary and bizarre syntax might be considered functionally illiterate, someone who uses multiple fonts, overcrowded text and garish clipart could be considered visually illiterate. In neither case, does the individual communicate in a manner they understand. Just as spoken language has rules which must be learned and practiced, so too, does visual communication.

In the following pages, we (a biology teacher and a visual arts teacher) present a few activities which are useful for presenting information about vernal pools effectively. The topic is interesting and locally important. The activities involve technology, writing, design, community involvement, group work, peer review and critical thinking.

Lea Kenney and
Mike Horney, 1996

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TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
Science and Technology		
INQUIRY		
Standard: Describe relevant details, patterns and relationships.	Observe several vernal pools – flora, fauna, water levels.	Students identify flora and fauna using field guides as a key.
Use more complex tools to make observation and gather data.	Students test vernal pool for pH and dissolved oxygen.	Students follow correct scientific procedure to perform chemical analysis.
Represent data and findings using tables, models, demonstrations and graphs.	Students collate leaves from bottom of a vernal pool and classify percentage of each leaf.	Students identify the species of plants in their vernal pool and calculate their distribution.
DOMAINS OF SCIENCE		
Standard: Explain situations in which short-term changes in available food, moisture, or temperature of an ecosystem may result in a change in the number of organisms in a population or in the average size of the individuals in a population.	Students chart water levels and temperature to show effects on amphibian survival.	Students explain the relationship of weather and water to the survivability of amphibians.
Explore and illustrate that in both the short and long term changes in the environment have resulted in qualitative and quantitative changes in the species of plants and animals that inhabit the earth.	Students study the impact of the glacier on the evolution of the Jefferson Salamander.	Students demonstrate their understanding of the genetic differences in the Jefferson salamander through class presentations.
Explain the importance of reproduction to the survival of the species.	Students discuss variables required for amphibians to reproduce and survive.	Students demonstrate knowledge of amphibian life cycles and environmental requirements for reproduction.
Observe and illustrate the variety of ways in which plants, animals, fungi and microorganisms interact.	See slides and video of the energy cycle.	Students diagram and illustrate energy cycles in vernal pool.
Present evidence that species depend on each other.	Compare food chains, food pyramids and food webs in vernal pools.	Students illustrate and describe food chains, pyramids and webs in vernal pool.
Standard: Give examples of decisions that we (as individuals, groups and communities) can make that change the natural environment.	Brainstorm ideas about how land development impacts habitats such as vernal pools and how wetlands by-laws can help to protect these habitats.	Students demonstrate their understanding through presentations and reports.

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
The Arts		
Students integrate the arts and make connections among the arts and other disciplines.	Students sketch vernal pool fauna and flora as part of the certification process.	Students keep these sketches in a portfolio and use them in their presentations.
English Language Arts		
Standard 3: Make oral presentations that demonstrate appropriate consideration of audience, purpose and the information to be conveyed.	Students design projects related to vernal pools. This will include using a vehicle to present the project in an oral presentation.	A performance assessment is used for student oral presentations.
History and Social Science		
HISTORY		
Standard 4: Students analyze how and why some things change while others persist. They evaluate factors that lead to change, the pace of change and its impact.	Students explore with the help of experts and community members how laws can protect habitats and species.	Students will research how local development has been and will be impacted by local, state and federal laws.
Standard 6: Students will use the concept of space to analyze people and environment.	Students will map a vernal pool using USGS Assessors and Color Infrared (CIR) maps.	Students will be evaluated by a lab practicum using these maps.
Mathematics		
NUMBER SENSE		
Strand 1: Use computation, estimation and proportions to solve problems.	Students map the pool and collect/collate data regarding fauna/flora populations in their vernal pool.	Accuracy of data collected.
STATISTICS AND PROBABILITY		
Strand 4: Collect, organize and describe data systematically. Construct, read and interpret tables, charts and graphs.	Collect and compare pH and dissolved oxygen levels of several vernal pools.	Evaluate student interpretation of data.
GEOMETRY AND MEASUREMENT		
Strand 3: Describe the meaning of perimeter, area, volume, angle measure, capacity, density, weight and mass.	Students map the vernal pool using these measurements as guidelines.	Students assessed on accuracy of computation and measurements.

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LESSON PLAN Mapping a Vernal Pool

Objective

Accurate mapping of a vernal pool is a necessary part of the certification documentation. In order for the staff from the Natural Heritage and Endangered Species Program or the local conservation commission to find the vernal pool in the field, the pool must be located precisely. Distances and compass bearings from at least two permanent landmarks should be used as reference points. These distances and compass bearings (metes and bounds) should be shown on a sketch map of the pool, as well as any other pertinent information about the vernal pool.

Learning Standards

Inquiry: Strand 1

Social Studies: Strand 6

Mathematics: Strand 6

Materials

Each student or group should have:

- ☐ Topographical map
- ☐ Compass
- ☐ Tape measure or trundle wheel (Note: Students can also pace the distance)

Procedure

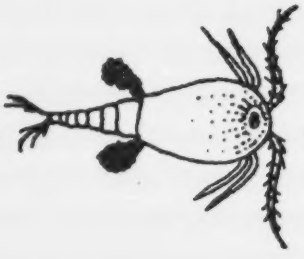
Note: This activity should be done after students have become familiar with topographical maps and feel comfortable using a compass.

Divide students into pairs or groups.

- Write clear and concise directions to your pool using compasses and two permanent landmarks as reference points.
- Draw a sketch map of your pool, noting its location in relation to the permanent landmarks.
- Measure the pool and record its dimensions on the map.
- Locate vegetation, egg masses and any other relevant details of the pool.

Assessment

Students' sketch maps



LESSON PLAN Observing Vernal Pool Species

Objective

To observe, identify and document the species that live in vernal pools as part of the certification process. (See "Vernal Pool Observation Form" Addendum) This is done in the spring after the amphibians have migrated.

Learning Standards

Domains of Science: Strand 2

Explain the importance of reproduction to the survival of the species.

Observe and illustrate the variety of ways in which plants, animals, fungi and microorganisms interact.

Present evidence that species depend on each other.

Materials

Nets and scoops for collecting invertebrates
Trays (preferably white)
Watercolor brushes for handling invertebrates
Hand Lenses
Viewing microscopes
Field Guides
Notebooks
Camera to document species

Procedure

- From the edge of the pool have the class look for and count salamander and wood frog egg masses attached to submerged branches or vegetation.
- Collect invertebrates from the pool - diving beetles, caddisfly larvae, fairy shrimp-to observe up close with hand lenses and viewing microscopes.
- Students should look at what they find and try to classify the organisms and understand their relationships with other organisms.

Questions to be answered by observation:

How does the organism eat? How does it get oxygen? How does it move through the water?

Questions for further research:

Is the animal an herbivore? Carnivore? How does the organism deal with seasonal drying up of the pool? How does it reproduce?

Assessment

Student journals, sketches and oral presentations.

Assessment

Assessment of the vernal pool unit should include students' journals, portfolios, sketch maps and student projects. Additional tools could include the Vernal Pool Assessment (see Addendum) and student, community partner worksheets.

Student Projects

Students are required to design a project that will address some aspect of vernal pools. They will research and work either alone or in collaborative learning groups with the understanding that the ultimate goal will be a public presentation. A portfolio is used to collect students' best work.

Sample topics:

- How federal, state and local laws impact vernal pools
- Amphibian life cycles / mutation research
- Photography (still photos, videos, displays) for certification and presentations
- Mapping of Vernal Pools (USGS,CIR, Assessors) for planning, land protection
- Raising public awareness (video, local cable TV, public service announcements)
- Design a T-shirt and sell it to raise money for vernal pool work
- Help organize town wide certification procedures and data base of vernal pools

TIMELINE

This project can be adapted to many different timelines. It could be condensed for a spring project, but ideally it would be ongoing throughout the entire year, being integrated into all discipline areas. A suggested time line follows.

FALL

Visit a vernal pool

Introduce the idea that vernal pools are magical, unique habitats that can be revealed in fascinating ways. Begin by demonstrating the presence of life where none is obvious.

- Ask students to collect the detritus (muck and debris) from the bottom of a vernal pool, place this material in an aquarium, and observe the growth of aquatic creatures over time.
- Have students collate the leaves from the bottom of a pool and classify the percentage of each type of leaf represented.
- Discuss mass in relation to nutrient value of each specific species of leaf (see *Diving into Wicked Big Puddles,* p. 16-17)
- Discuss energy flow within the ecosystem (see *Pond and Brook*, by Michael J. Caduto, pp 23 - 31)
- Show slide presentation from *Wicked Big Puddles* on certification.
- Begin mapping activities. (see Vernal Pool Lessons and Activities p. 19-29, p.51-52)
- Discuss Wetland Protection Act and local bylaws (see Certified, Mass. Audubon, pp 94, 105-110)
- Review certification process - determine materials and procedures to follow.
- Choose vernal pool project.

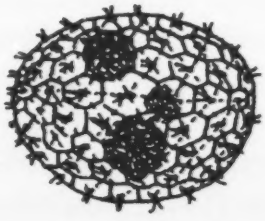
CONNECTING TO MCAS: OPEN RESPONSE QUESTION

Give two major reasons why vernal pools are important to protect.

Define the terms "obligate" and "facultative" as they relate to vernal pools and give one example of each.

Watch the delight of a student meeting their first spotted salamander from a vernal pool and witness the making of a naturalist for life.

Pat Huckery,
Natural Heritage
Program of
Massachusetts
Division of Fisheries
and Wildlife.



TIMELINE

WINTER

- Return to the vernal pool to observe any changes since fall.

Through directed research in class students:

- Become familiar with organisms that live in vernal pools.
- Learn how to identify obligate and faculative species.
- Discuss amphibian life cycles.
- Explore ways to document the vernal pool - photographs, written descriptions, journal drawings and audio/video recordings.
- Work throughout winter on projects.

SPRING

- Visit the vernal pool on "Big Night" to document amphibian activity.
- Return to pool during class to do more in-depth study.
- Identify and inventory egg masses.
- Observe and document obligate and faculative species.
- Monitor water level; test pH and D. O. of vernal pool.
- Complete mapping of the pool.
- Collect and collate certification material.
- Complete projects, display and present work.
- Celebration - make presentations to community groups and other classes

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Challenges	Solutions
Management and coordination of the project	A team approach works well. Teachers with the support of community volunteers can help students set goals, develop projects and monitor their progress.
Student motivation.	In order for students to develop ownership of their work, they need to be encouraged to choose a topic that best captures their interest.
Transportation to and from the vernal pool, if there isn't one close to the school.	Volunteers can be recruited to help.
Permission from the parent/guardian in the project.	Emphasizing support from community and school in letters sent home.
Support from local and central office administration.	This project addresses the Common Core of Learning and the Leaning Standards of Curriculum Frameworks.
Cost considerations for equipment and materials.	Funding possibilities include a CSL grant, local conservation and parent groups.

Extending the Vision

- Students will work with the Conservation Commission and the Bolton Conservation Trust to create and maintain a data base for the vernal pools in the town of Bolton.
- Students will create permanent displays to be set up in prominent places in town to educate citizens about vernal pools.
- Students will work together with volunteers and town boards to educate other students and citizens about the value of these important town resources, understanding that their involvement can make a difference.
- Students will network via computer with other schools involved in vernal pool certification to compare data and share experiences.
- Students will have the opportunity to attend conferences and make presentations on their work.

IN CONCLUSION: School's Role in the Community

This project brings together diverse constituencies in the community to address a community need - certifying vernal pools. In this process relationships are forged with other students, volunteers and town boards while students gain a sense of place and pride in their accomplishments.

UNIT 5

Ordinary Heroes

Heights Elementary School and Sharon High School
Sharon, Massachusetts

Subject Area
Interdisciplinary—
Language Arts
Social Studies, Art and Media

Area of Service
- Educational
- Human needs

Grade Level
Grades 5 and 9

Author of Project
Michael Murray and
Susan Waltuck

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In Brief

The phone calls announcing nomination into Sharon's "Ordinary Heroes Hall of Fame" are met with modest disclaimers of "I'm not really a hero." But the year long exploration of the nature of heroic acts through literature and interviews with local citizens who exemplify the heroic virtues of selflessness, dedication, and bravery, develops an understanding for how the community thrives through individual contributions. A complex nomination system reveals the citizens who deserve recognition.

Learner Outcomes

Students learn to:

- Write essays about heroic traits;
- Interview;
- Practice active listening;
- Interact successfully with different age groups;
- Become effective public speakers; and
- Recognize and identify positive community forces.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts:

- Language strand: 1, 2, 3, 5
- Literature strand: 8,11,13,17,18
- Composition strand: 19, 20, 21, 22, 23, 24, 25, 26

OVERVIEW

The Need

The Ordinary Heroes initiative began six years ago in response to a fourth grade student's brave announcement of his HIV-positive status. His teacher seized the opportunity to engage her students in a discussion about the qualities of a hero and acts of bravery committed by ordinary citizens in our communities. Unfortunately, today's society primarily promotes only famous people as heroes, overlooking—or paying lip service to—the many ordinary citizens who make extraordinary contributions in their community. Most students leave their communities unaware of who these people are and how their generous and unselfish acts enrich the quality of life for others.

A CSL Response

The Ordinary Heroes Project is a cross-age endeavor that combines a fifth grade class with a ninth grade English class in an effort to find ordinary citizens who have made extraordinary contributions to the Sharon community. "Ordinary Heroes" is a full-year project constructed in five phases. Classes meet together about every two weeks to establish criteria and an interviewing process for the various community members qualifying as potential "ordinary heroes." The combined classes are divided into seven groups of approximately six students each, half fifth graders, half ninth. Such grouping allows for an effective mentor relationship to develop.

The project is curriculum based; it provides an efficient means for studying the "God-Teacher Archetype," an important component of the Grade 9 literature program at Sharon High School, as well as affording all students a practical forum for honing their interviewing, writing, listening, and speaking skills.

Service Component

Throughout the year-long project students gain an understanding of the complexities involved in managing even a small town like Sharon and an awareness of the tremendous amount of volunteer work performed by citizens in order to keep town programs running smoothly. In the process of learning how ordinary citizens make a difference and celebrating their contributions, the students' sense of pride in their community and belief that they too can make a contribution is heightened.

Celebration

The culminating event of the "Ordinary Heroes" initiative is a formal ceremony organized by the students to honor 8-10 local residents and their families. Each "ordinary hero" is presented a citation from the local state senator and representative and has his or her name engraved on an Ordinary Heroes Hall of Fame plaque which hangs in the Sharon Public Library. Town officials, community members, students and former "heroes" join in the recognition ceremony. The ceremony is documented on film and shown by the local cable station to the entire community.

At the beginning of the year, I believed that someone who encountered a dilemma and acted on instinct was a true hero . . . I eventually realized that the best heroes are known only by their closest friends and family as they do deeds quietly, modestly, hoping to go unnoticed . . . a hero needs to be selfless in all acts that he/she encounters to qualify as a true hero.

Mike Stroh, Grade 9

OUTCOMES

Margaret Mead once said that one committed person can change the world; in fact, she noted, it's the only force that ever has. In Sharon, ten people living ordinary lives are doing some extraordinary things to change their world.

Bella English,
Boston Globe

Academic Gains

The chief goal is to provide a framework for cooperative learning that inspires critical thinking skills and that reinforces certain concepts about literature studied in the regular classroom. In order to achieve these goals, students learn the rudiments of interviewing for the purpose of research, become active listeners, and present accurate written and oral reports based on their interviews. They also become familiar with useful new technologies and various kinds of media.

Societal Gains

This program aims to have students explore the nature of an heroic act. During their investigation, the expectation is that students will learn to distinguish between real and false heroes and will come to understand that many people whom they meet daily perform heroic acts. The program aims also to have students gain insights about themselves and the people around them by using a framework of cross-age mentorships. A final aim is to have students develop an awareness and appreciation of people in the community and the services these people provide that enhance the quality of life.

Community Partners

Community support is essential for the success of this initiative. Through their interviews and stories, community members reveal the traits and qualities that reflect the true meaning of heroism. Community members also become partners with the students in helping to identify ordinary heroes within the community. Local newspapers provide the necessary publicity, which often leads someone to send suggestions for heroes to the teachers and students involved. The project has had reciprocal benefits in that the community gains a better understanding and appreciation for what and how students are learning, and the students are understanding what makes a community function effectively.

Jamie Mann with his dad, Dennis Mann, Sharon Fire Chief and Ordinary Hero recipient.

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
English/Language Arts		
LANGUAGE		
Standard 1: Students will use agreed-upon rules for informal and formal discussions in small and large groups.	Students brainstorm in both small and large groups to create a list of heroic qualities. Students select one or two people to present their list to the entire group. The characteristics of all groups are written on board, redundancies are eliminated, and list is prioritized by consensus.	Fifth and ninth graders evaluate separately the problems of working with the other class. Evaluations are made through journal entries and class discussions. Ways of improving inter-grade activities are catalogued and implemented in future sessions.
Standard 2: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge. (Combines with Composition strands 19, 21, and 22.	Students write essays about people they know personally who might be heroes and read their essays to the class. Students compare heroic characteristics of these people and these characteristics are added to master list.	Rubric used to evaluate student essays and presentations.
Standard 3: Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (Combines with Composition strands 19, 20, 21, and 23.	Students interview local citizens to discover information pertaining to heroes. They select a group member to introduce the interviewee to the entire class. Students are given fifteen minutes to prepare a summary of the interview to be presented to the entire group.	Accuracy of information in the summary is checked by interviewee. Teachers check for assigned specific details included in interview and summary. Students verbally critique other group's presentations, specifically looking for incomplete information.
LITERATURE STRAND		
Standard 9: Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.	Fifth Grade students read and discuss *Bridge to Terabithia*, by Katherine Paterson. Ninth Grade students read selections from the anthology *Man The Myth Maker*. Students identify heroic qualities in all of these works. Students interview local citizens to determine their opinions of what makes a hero. Students assess all of the information and make oral and written presentations.	Accuracy of student information is identified through quizzes, class discussions, and verification by the interviewees.

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
English/Language Arts		
COMPOSITION STRAND:		
Standard 19: Students will write compositions with a clear focus, developing the composition with logically related ideas and adequate supporting detail.	Students write a minimum of five essays on the characteristics of heroes. These essays are intended to show the evolution of the students' attitudes toward the nature of heroism.	All essays are peer edited and evaluated by teachers on the basis of coherence, a clearly focused main idea, and specific supporting details. Students compare and contrast their first and last essays to determine how their concept of a hero has evolved.
MEDIA STRAND:		
Standard 26: Students will obtain information by using a variety of media and evaluate the quality of material they obtain.	Students view and evaluate the full length motion picture *Stand and Deliver*, as well as the one hour video tape *Heroes in America*. Students are video taped at various times throughout the course and these tapes are reviewed for content, methods of presentation, and other rhetorical devices.	Students assess how heroic qualities are presented visually and also assess their own rhetorical style of presentation to a large group.

LESSON PLAN Group interview

Objective

To refine working definition of an ordinary hero. To heighten students' awareness of civic responsibilities. To hone students' interviewing, summarizing, and speaking skills.

Learning Standards

English Language Arts Strands 1, 2, 3, 9, 18.

Materials

Microphone, podium, student notebooks.

LESSON PLAN continued

Procedures

Students are divided into six groups. Each group interviews one of the local citizens who either have made contributions to the community or are likely to know of others who have made such contributions. Students discover the nature and scope of the contributions of local citizens. After twenty-five to thirty minutes, each group prepares a summary of its interview and selects two students, a ninth grader and a fifth grader, to present the information to the entire class. The fifth grader introduces the person, and the ninth grader summarizes the content of the group interview. The student designated as the presenter and the person interviewed go to the podium. The student makes the presentation and other students ask questions inspired by information given.

Assessment

First, interviewees assess accuracy of students' presentation. Students assess each presentation for depth and quality of information. Findings are added to master list of heroic qualities. Ninth grade students submit their interview notes for grading. Students review video tapes to evaluate questioning techniques and the quality of information gathered.

Checklist for Assessing Interview

1. Did you consider the guest an easy or difficult interview? Explain.
2. What percentage of our goal of obtaining information was realized?
3. What question sparked the most interesting answer from the guest? Why?
4. What three things did you learn from the guest that you didn't know before?
5. What question or questions would you ask the guest now that you didn't think of at the time?
6. What new characteristics of the hero were mentioned by the guest?
7. Which characteristics of the hero already on our list were mentioned by the guest?

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LESSON PLAN Understanding Literature

Objective

To refine student understanding of the heroic act through the study of literature. To evaluate the character of people in literature.

Learning Standards

Learning Standards: 2, 9, 11, 12, 16, and 17.

Materials

Grade five class set of *Bridge to Terabithia,* by Katherine Paterson. Grade nine, class set of *A Raisin In The Sun,* by Lorraine Hansberry.

Procedure

Grade five; Students identify heroic acts by various characters through class discussions of each chapter. Grade nine: Evaluate the character of the people in the play, looking especially for elements of heroism contained in the ongoing master list of characteristics. Students write essays detailing heroic characteristics and present them to the class in open discussion.

Assessment

Student essays are graded primarily on the basis of the depth of the identification of the heroic characteristics and the clarity of the examples used as supporting evidence.

What is an Ordinary Hero?

Someone who:
Gives up time to help others.
Cares for others and volunteers for all causes.
Performs random acts of kindness.
Acts unselfishly and kindly.
Doesn't expect pay or acknowledgement.
Does things for the community.
Acts as a role model/Sets a a good example.
Educates others.
Stands up for what he/she believes in.
Acts modestly.
Is reliable.

LESSON PLAN "Bridge" Essay

Objective

To have students consider the idea that many people in their daily lives perform acts of heroism.

Learning Standards

Learning Standards: 2, 3, 19, 23

Procedure

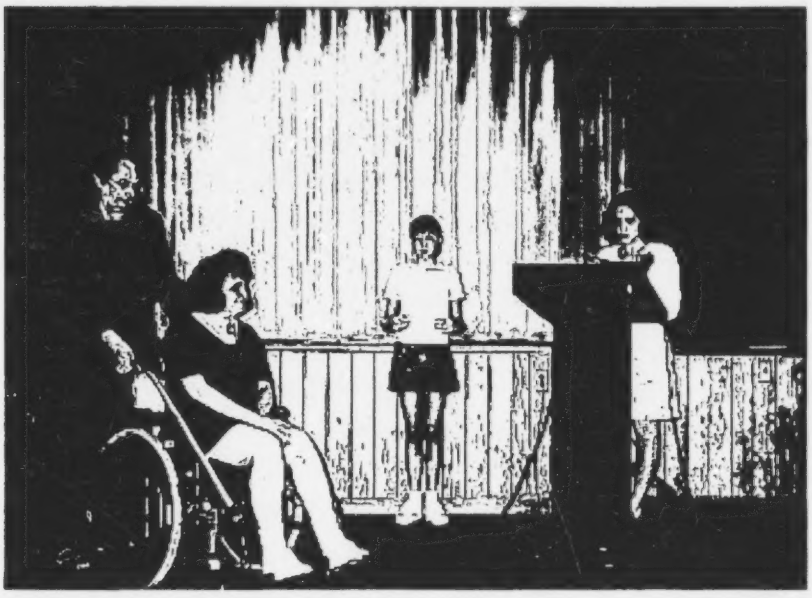
Previously, students have written an essay about someone real or fictitious whom they consider to be a hero. Now they are asked to write an essay about someone whom they know personally and consider to be a hero. (This is called a "bridge" essay because it links the idea of heroic qualities to the students' personal experiences). Students read essays to the combined classes, and the findings are added to the master list of heroic qualities.

Materials

☐ Notebooks, previous "hero essay."

Assessment

Students contrast the two essays to determine how their ideas of a hero have changed.



Ordinary Hero—Jody Gold receiving award at Heroes Ceremony.

TIMELINE

Phase 1: Introduction to the Project (September - October)

Introduce the project

Pretest (students write an essay on their notion of a hero - real or fictional)

Form cross-age groups (seven groups; six students in each)

Discuss characteristics of heroes in individual groups

Scrutinize television, newspapers and magazines for articles on heroic acts

Create working list of heroic qualities (see p. 8)

Select two or three from each group to read to the class

Write a list of the "heroes" from the essays on the board. (Many are movie, t.v. and sports celebrities, or internationally known benefactors)

Phase 2: Arriving at Idea of "Ordinary Hero" (November - December)

Write essay about heroes students have known personally. (Crucial assignment for turning the project in the direction of "ordinary heroes")

Read essays and write a list of types of people on board; police, parents, teachers, etc.

Add qualities of heroes to working list

Discuss film *Heroes America*, a series of six vignettes about ordinary people doing extraordinary deeds for others

Watch the movie *Stand and Deliver* (in separate classes)

Discuss the movie focusing on the heroic traits of "ordinary hero" Jaime Escalante

Phase 3: Finding the Ordinary Heroes (January - March)

Discuss ways to find heroes

Design and create posters and newspaper articles to publicize the project

Prepare questionnaires to be given out to friends, parents, teachers, and neighbors who might provide leads

Distribute an information folder for the purpose of keeping notes and summaries of interviews

Review principles of good interviewing

Interview local citizens (wide range of individuals including clergy, civic leaders, business people, youth, educators, elderly)

Add any new qualities to working list of heroic traits

Synthesize the information from individual interviews and present this info to the combined classes

Take photos and videos of interviewing sessions

TIMELINE

Phase 4: Selecting the "Ordinary Heroes" to Be Honored (April)

Select final set of criteria for judging and evaluating nominees

Tally the votes

Select and notify the ordinary heroes

Phase 5: Planning and Conducting the Awards Ceremony (May -June)

Review notes and prepare 3-minute speeches for each ordinary hero to be honored

Determine who will present each hero to the audience

Prepare the display with photos and bios that will be shown around the town

Plan reception and send out invitations

Enjoy the ceremony!

Write a reflective essay about the impact of the ordinary heroes program as a learning experience

Assessment

Each student maintains a working list of heroic characteristics throughout. This list is added to and refined with each new interview, film, or reading. In the end, students arrive at a consensus on the five characteristics they deem most important in judging a person an "ordinary hero."

Immediately following each interviewing session, students evaluate its effectiveness by discussing such matters as the information obtained, the number of times the questioning moved off the topic, and important questions they thought were not asked.

Students who gave oral reports following the interviews were assessed by the interviewee for accuracy of content immediately after the report.

Students are asked regularly throughout the course of the year if they could detect aspects of the ordinary hero in the literary characters about whom they read.

Students are required to write a number of essays about aspects of the hero, including a preliminary essay before the program begins, and a concluding essay at the end.

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

1. Select a person you have known personally whom you consider to be a hero and supply examples to show the heroic nature of that person.

2. Compare the heroic qualities of characters in books to those qualities of the people you interviewed and contrast real heroes from false ones.

Challenges	Solutions
If this program is to maintain its cross-age mix of ninth and fifth graders, transportation must be found to transport more than twenty ninth graders to the elementary school about every two weeks.	The CSL Program at our school receives funding for the minivans used for transporting students between schools.
A challenge to the success of this project is space. Approximately forty-five students convene in a single fifth grade classroom. To find room for seven groups within such confines is difficult at times. When community members arrive to be interviewed, space must be found in other parts of the building to accommodate them. Large areas like cafeterias are suitable, but not always available.	Space continues to be a problem, but we have been successful in finding free space when needed, whether it be in a cafeteria, a part of the library, or another classroom.
Scheduling might also present a problem. Most high schools follow a revolving schedule. Most elementary schools do not. Thus finding a common time suitable to both classes might be problematic. In addition, high school class periods lasting 45 or 50 minutes severely restrict the amount of time the two classes could spend together in any one session.	Our high school follows a block schedule that has 90-minute periods built into it. Block scheduling is ideal for this type of program.
Finding citizens to interview can be a problem. Some worthy candidates do not want to be interviewed either because they are too shy or modest. Others are working during school hours. Others are too aged or infirm and must rely for transportation on other people who aren't always available.	Some of the transportation problems are solved by finding drivers who will deliver people to the school in order to be interviewed. A way of solving the problem of aged or infirm interviewees is by having a small group of four or five students and a video camera person travel to the person to conduct the interview.

At the beginning of the year students write essays identifying famous athletes, musicians and actors as their heroes, but after studying the meaning of heroism as part of a class project, those icons are replaced by neighbors, classmates and community leaders.

Mike Murray,
high school Language Arts teacher

Extending the Vision

Next year we plan to expand the use of electronic equipment to aid the program. More extensive videotaping and review of tapes should further refine students' interviewing and public speaking skills. In addition, students from other classes in TV/media and computers will be encouraged to use our program as the basis for their own assignments. These might include video essays on the program as a whole or on some of the citizens interviewed.

Another plan is to develop new rubrics and expand old ones in order to refine the assessment component of the program. The plan calls for increased student involvement in creating these rubrics.

IN CONCLUSION: School's Role in the Community

The Ordinary Heroes Project demonstrates that schools can utilize the citizens of the community as a valuable learning resource. It provides a venue whereby townspeople, many of whom are seniors citizens, come together with fifth and ninth graders to share information. It affords the members of the community an opportunity to visit the schools and observe how the students are honing their academic skills. Most importantly, the Ordinary Heroes Project fosters a spirit of good will between the schools and the community.

UNIT 6

Literacy Leaders

West Roxbury High School
West Roxbury, Massachusetts

Subject Area
Language Arts, Technology, School-to-Career

Area of Service
Educational

Grade Level
K-12

Project Designer
Mary Ellen Bower
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Collaborators
Agassiz Elementary School (Boston Public School/BPS)
Kilmer Elementary School
Ohrenberger Elementary School
Chittick Elementary School
S. P. E. S. Program, Dorchester, MA
YMCA West Roxbury

In Brief

When reading becomes too much work, students (bilingual, regular and special needs) develop low self-esteem as well as inadequate written and verbal communication skills. To address this problem, West Roxbury High School designed a series of community service learning activities that emphasize reading, writing, speaking and listening skills. The resulting program, "Reaching Raiders," motivates students through the real-world application of basic skills. The high school students "reach out" by reading, writing, and teaching new skills to elementary school children.

Learner Outcomes

Students learn to:

- ☐ Value reading, speaking and writing skills;
- ☐ Appreciate literature;
- ☐ Examine how children learn (and apply these insights to their own learning); and
- ☐ Explore teaching as a possible career path.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts

- Language strand: 3
- Composition strand: 19, 20, 21

Social Studies

- Geography strand: 9
- Civics and Government strand: 19

OVERVIEW

The Need

At West Roxbury High School, reading and writing continue to be a chore for many regular, bilingual and special education students. Their struggle to comprehend the printed word makes reading both frustrating and boring. This academic deficit spills over to all content areas and contributes to low self-esteem, failure in the classroom and social problems.

I participated because, since I come from Haiti, I know reading is important for my school work and it's so nice to read to children.

Louise Jean-Louis,
Ninth Grade Student

A CSL Response

To address this need, West Roxbury High School has designed a multi-faceted, "learn-by-teaching" CSL program that underscores the life-long importance of literacy skills. The program, "Reaching Raiders," utilizes real-world activities and cross-age partnerships to demonstrate the connection between increased literacy skills and educational success. When this link is made, student motivation and interest in school increases and academic performance improves. In addition, students acquire important parenting skills as they model appropriate behavior and explore strategies for relating to young children.

Students can participate in four different community service-learning initiatives, both within the classroom and after school:

1. Each year, approximately 50 students become "Reading Raiders" by reading to young children after school once a week for eight weeks. In preparation, teachers introduce the older students to children's literature, coach them in "Read Aloud" techniques, and offer strategies on working with young children. Students who complete the eight-week internship are formally recognized with a certificate of participation by the headmaster. For many students, the internship sparks an interest in a teaching career.

2. A team of 18 teachers and their students—spanning all content areas—conduct four to five cross-age learning festivals each year. Teachers use the "learn-by-teaching" strategy to promote mastery of concepts and literacy skills. During the festival, high school students present lessons they have prepared in their content areas to young children. The students divide the school's media center into learning centers where, for example, biology students can teach a lesson on water quality while world language students combine a craft with a vocabulary lesson. The "student-teachers" must know their content material well in order to teach the younger children. In presenting the material, they also develop strong communication skills. The younger children see the older students as role models, which sends a strong message about the importance of reading and education.

3. The "Book Buddies" program, offered in special education, bilingual and regular education English classes, emphasizes communication skills that enhance literacy. Students pair with younger "buddies" to whom they read for a minimum of five times. After each session, the high school students describe their interaction with their "buddies" in journals. These entries are graded by the teacher and shared with classmates. Upon completing the journals, each student draws material from the entries to create a children's book featuring his or her buddy as the main character. The "book buddy" receives a copy of the book as a present; the English teacher receives the book as a polished product to be graded. As a result of this program, high school students master elements of the short story, and both age groups improve their reading skills.

OVERVIEW continued

Students at the elementary level are often the brothers, sisters, cousins, neighbors of the high schoolers and immediately see value in reading if the older students do.

Donald Pellegrini,
West Roxbury
High School Headmaster

4. A "TeachBoston" career pathway course provides high school students with the opportunity to use technology to enhance their literacy skills. These high school students, genuinely interested in becoming teachers, serve as e-mail buddies to students at an elementary school in the Boston school district. In this program, writing and computer skills are taught, practiced, and reinforced.

The above Reaching Raider activities increase student skills and motivation in a non-threatening atmosphere while self-esteem flourishes. Best of all, success spreads to all content areas.

Service Component

In reading, writing and teaching new skills to younger students, the high school students provide a service that is mutually beneficial. Both age groups gain academically and socially. By teaching others, the older students discover how they themselves learn. In addition to honing their literacy skills, they develop leadership and cooperative learning skills and enjoy an increased sense of self-worth. Accompanying this is the realization that community service is not only helpful, but satisfying-an insight that bodes well for the future of the larger community.

Celebration

"Celebration" is an important part of the Reaching Raiders program and ranges in form from a certificate of completion to a culminating event, such as the learning festival or the presentation of student-authored books to elementary school buddies.

OUTCOMES

Academic Gains

Reaching Raider activities are aligned to the new Boston Citywide Learning Standards. As participants in this program, students learn to:

- ☐ Connect what students read with their experiences and the experiences of others;
- ☐ Analyze, interpret and evaluate literature;
- ☐ Understand and express different points of view;
- ☐ Conduct effective discussions;
- ☐ Contribute to the graduation portfolio through a collaborative project that applies learning to educate others;
- ☐ Employ various formats and use technology to complete and enhance work; and
- ☐ Respect and value diverse cultures and recognize the rich diversity of human experience.

Societal Gains

The older students demonstrate not only teaching skills but parenting skills as well. Some students-already parents-are learning what they need to do for their own children. They learn that one must be patient, solve problems, explain concepts clearly, use language that can be understood, teach appropriate behavior through role modeling, and make education a priority. CSL students also explore through field experience different careers that have a human service component.

Community Partners

The following educational sites open their doors to provide high school students with the opportunity to work with younger children:

- ☐ Boston Public elementary schools;
- ☐ Community-based organizations (e.g., the YMCA); and
- ☐ Day care centers.

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
BOSTON PUBLIC SCHOOLS LEARNING STANDARDS		
English/Language Arts **Strands 1, 2 4, 5**		
Standard 1: Connect what students read with their experiences and the experience of others.	"Read Aloud" books are selected and read in class. Students working in small groups share the memories sparked by the readings and reflect upon them in their journals.	Student journal.
Standard 2: Analyze, interpret, and evaluate literature.	Students review potential "Read Aloud" books.	Self-assessment and peer evaluation using "Did I" assessment sheet (see Addendum).
Standard 3: Use the writing process effectively.	Students explore various styles of writing, examine the elements of the short story, and write (with peer editing) a children's book.	Children's book and oral presentation is graded by teacher.
Science and Technology INQUIRY **Strand 1**		
Employ various formats and use technology to complete and enhance work.	For learning festival, science students prepare a lesson for elementary students that features a science experiment in the physics lab, age-appropriate worksheets, and a review of safety measures.	Reflection essays. Learning festival "Did I" assessment sheet. Worksheets developed by high school students for the younger children. Pictures with reflections for student portfolios.
History and Social Science GEOGRAPHY **Strand 9**		
Students understand how geography and climate affect the development of social, economic and political patterns of human life. **Boston Public Schools Learning Standard:** Learn to respect and value diverse cultures and recognize the rich diversity of human experience.	In selecting relevant materials for the "Read Aloud" Program, students review books focusing on many different cultures and backgrounds.	Student journal. Self-assessment and peer evaluation using "Did I" assessment sheet and rubric.

LESSON PLAN Writing a Children's Book

Objective

Students will write a well-constructed short story in the form of a children's book.

This book will be read aloud to a small child and an elementary class. The final product will be of publishable quality. It will have correct grammar and punctuation, be typed written, and contain illustrations.

Learning Standards

English Language Arts

Strand #1 Reading and Comprehension Strategies - Standards 2, 3, 4

Strand #2 Writing - Standard 4

Strand #4 Oral Language - Standard 2

Materials

Children's books, high school students' journals, Read Aloud Handbook, folders, plastic binders, magic markers, disposable cameras, colored paper.

Procedure

- Students are introduced to the project and given a task description sheet for the project.
- Students bring in children's books from home or the library.
- Class reviews "Read Aloud" techniques and how to keep an audience's attention.
- "Read Aloud" books are selected and presented. A discussion follows about what memories have been triggered by this process.
- Students share their memories in small groups.
- Students reflect upon their memories in a journal.
- Students find a "Book Buddy." This buddy can be a relative, sibling, or friend. They will read to their "Buddy" five times.
- Students are given a five-page "Book Buddy" journal (see Addendum) that must be completed after each reading. A timeline of when these entries are due is also distributed to the class.
- Periodically during class, students discuss the "Book Buddy" initiative, voicing their problems and concerns and evaluating their learning experiences.

LESSON PLAN continued

- The journal is completed and brought into class. Students are given a "Did I" sheet and a rubric to score their own journal.
- The journal is graded and returned to the student.
- Students now transpose their journal into a children's book using their "Book Buddy" as the main character. Models of books are displayed for the students to examine.
- The elements of a short story are reviewed.
- Writing and editing begin. Students pair with a classmate for feedback.
- Different ways of inserting illustrations are introduced. (Pictures from magazines, photographs taken during reading sessions, pictures the child or the high school student have drawn, computer generated pictures).
- The final draft of the book is then put into a binder and a copy is made.
- The teacher receives one copy for a final grade and the "Book Buddy" receives the other for a present.

Assessment

- Task Description Sheet
- Student journal
- Children's Book written by student
- Oral presentation of Children's Book
- Reflective Essay on project by student
- "Did I" assessment

Some of the concepts that they learned had to be broken down and they had to re-learn it themselves to teach younger children.

Mary Ellen Bower
(far right)

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LESSON PLAN "Peace Chains"

Objective

To introduce Spanish and English vocabulary words around the theme of "Peace" to a small group of bilingual second graders while developing a "peace chain".

Learning Standards

English Language Arts

Strand #3 Vocabulary - Standard 1

Strand #4 Oral Language - Standard 1, 2

Materials

Spanish/English Dictionary, easel, construction paper cut into 2 inch strips, scissors, markers, stapler.

Preparation for Lesson

High School students brainstorm in class to create a vocabulary list around the theme of peace. The list is written in both Spanish and English. Discussions continue on how these words are related to peace. Students are then instructed on how to create a paper chain with a stapler. Students design the lesson and develop a workshop for the younger children.

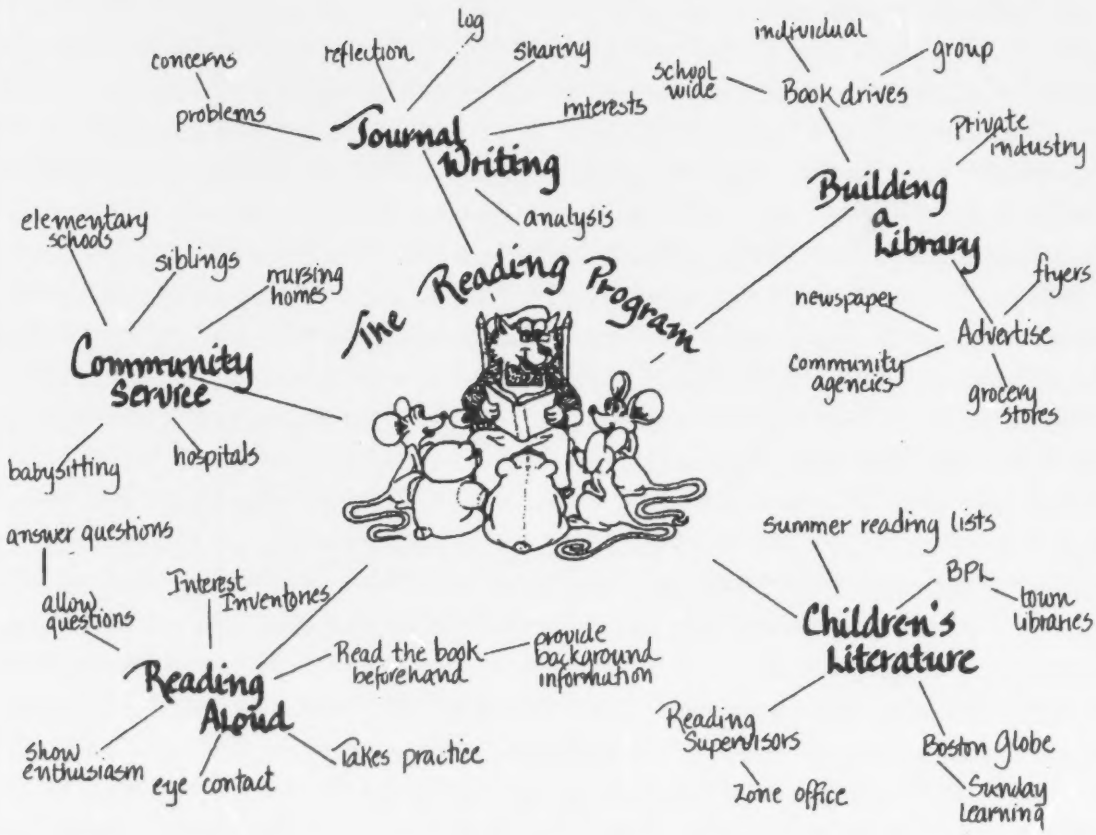
Procedure

- Introduce the word peace and have second graders define it in their own words. Ask them what peace means to them.
- Start listing the words on an easel in both Spanish and English.
- Review the words with the students.
- Give each student a strip of paper to write one word both in English and Spanish.
- Students then form a circle with their strip and together they make a chain with the help of the older students.
- The chain is then hung on a tree to make a "Peace Tree".
- The students then recite the words again in both English and Spanish.
- "Did I" sheet and rubric.

Assessment

Teacher assesses students' reflective paragraph.

Teacher assesses students' Spanish lesson design and vocabulary proficiency.



TIMELINE

This project can be found at web site: teachnet.org.

The program can be adapted to a 4-6 week period, a marking term or a semester. The following is a sample semester timeline.

September
Students bring in children's books from home or the library.

Class revisits "Read Aloud" techniques and how to keep an audience's attention.

Students interview parents or relatives about reading aloud activities at home.

October-November
"Read Aloud" books are selected and read. Students share in small groups. Journal entries reflect the memories sparked by this process.

Students pair with a "book buddy". Read to the buddy a minimum of five times.

November-December
Students complete a five-page journal reflecting on their interactions with their buddies. Students assess their journals using "Did I" evaluation sheet.

December-January
Students examine elements of the short story.

Students write a children's book featuring their buddy as the main character. They pair with a classmate for peer editing. Class explores different ways of illustrating the works. Teacher grades final draft; the book is read and presented to the buddy.

February-May
Learning Festivals take place.

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Assessment

The following assessment tools are used to evaluate student performance including reading skills; the most significant benefit of this program—increased student self-esteem—is difficult to measure.

- Assessment forms and rubrics designed to measure reading skills improvement
- Reflection essays
- Student journals
- Product assessment (book created for "book buddy" is graded by teacher)
- Learning Festival lessons created by high school students

The lesson I thought went well. I was surprised how some children have an easy time writing and others don't. Their skills are very different and on very different levels. It was really fun to watch the kids smile and have a good time. But some kids didn't smile at all. I wonder if it was my fault. I learned a lot about Spanish pronunciation. The bilingual kids can really speak Spanish well. I enjoyed listening to them speak.

"Peace Chains" lesson
High School Student

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

☐ Compare / Contrast

From a TeachBoston School-to-Career classroom:

The Teacher
Said to the students:
"Come to the edge."
They replied: "We might fall!"

The Teacher again said:
"Come to the edge!"
and they responded:
"It is too high!"

"Come to the edge!"
the teacher demanded.
And they came
And the teacher pushed them

And they
Flew!

— Source unknown

"Those who trust us educate us."

— George Eliot

Read the above poem and quote. What messages do these writings convey? Compare and contrast the writings and relate them to what you have learned in your Book Buddies project. How do these writings relate to your own education? Respond to these questions in a well-constructed paragraph.

Challenges	Solutions
High school students may initially reject the idea of using children's literature.	Objections fade as students prepare for a live audience, making the jump from classroom learning to real-world application.
Some students need help finding a "book buddy."	Encourage students to seek input from friends, family, and librarians. Telephone calls to neighborhood elementary schools can also initiate pairings and partnerships.
Some students are overwhelmed by the enormity of the task and feel that they will never have time to complete the project.	Emphasize time management skills.

Extending the Vision

The Reaching Raiders program is adaptable for grades 6-12. At West Roxbury High School, the program could be expanded to involve the entire student body. The school would be using (and strengthening) its greatest resource-its students-and at the same time contribute to the community's goal of literacy for all.

The Book Buddies program can be easily integrated into any English Language Arts curriculum. As students begin to write their books, they quickly take ownership of the project. Because they are anxious to create a professional-looking product, they eagerly peer edit and share ideas. This project provides an excellent opportunity to practice cooperative learning.

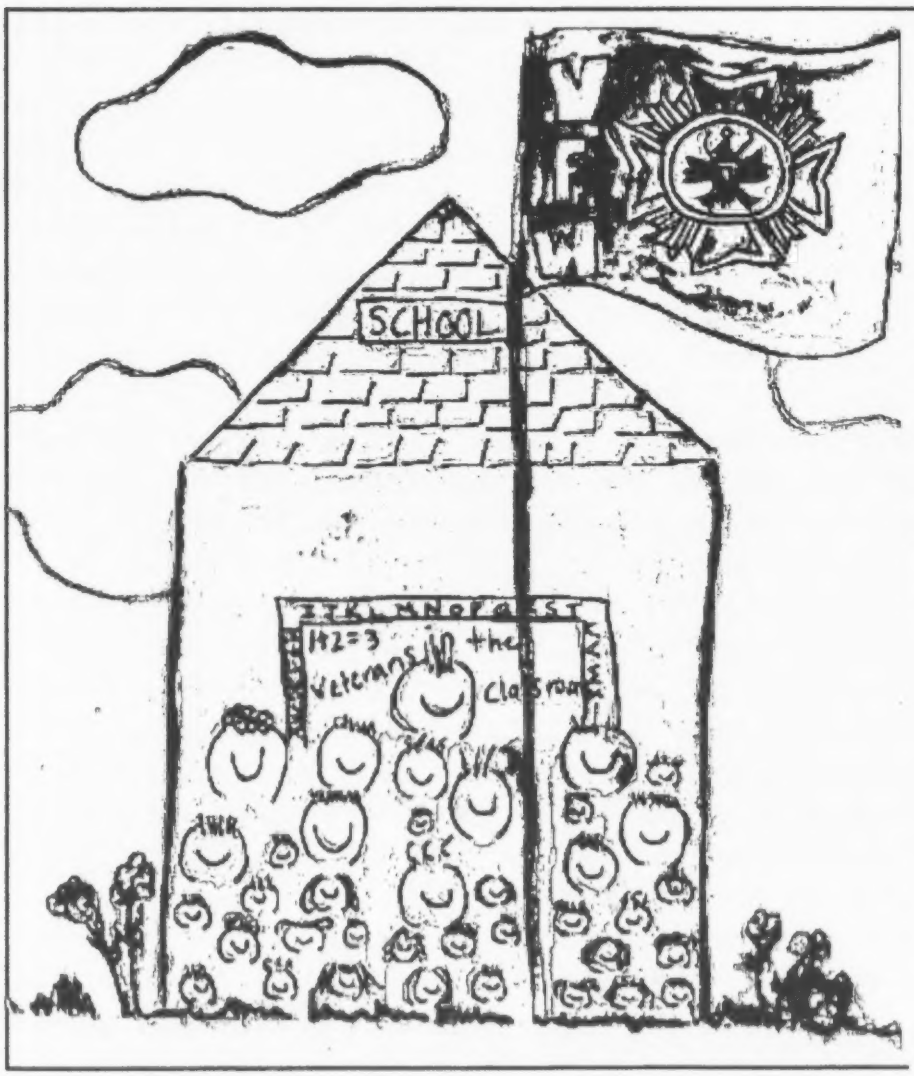
IN CONCLUSION: School's Role in the Community

The potential rewards of this program are limitless. Every year, student-participants become more involved. When students return to the high school after graduation, they often comment that they will never forget their reading aloud experience because of the difference it made in their lives. They feel empowered by the experience and now recognize the importance of being a community contributor. As a teacher, it is extremely rewarding to watch this outlook grow and spread one student at a time.

High School student teaching Science lesson to elementary class.

UNIT 7

Veterans



Fuller Middle School
Framingham, Massachusetts

Subject Area
Interdisciplinary Unit

Area of Service
Human Needs

Grade Level
Middle School, Grade 8

Author of Project
Kerry Winer

Collaborators
Carol Bearse, Dante DeFazio,
Cassandra Gordon,
Andrea Shagory,
Cindy Bingham

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In Brief

Eighth grade students interviewed veterans from World War II, the Korean War, and the Vietnam War as part of an interdisciplinary unit in social studies and English language arts. The veterans' contributions and insights made the curriculum more meaningful, real, and relevant to the students' lives. Through the veterans' first-hand knowledge and experiences, students learned valuable lessons about humanity, patriotism, and sacrifice not provided by textbooks.

Learner Outcomes

Students learn to:

- ☐ Employ proper interview techniques;
- ☐ Refine public speaking skills;
- ☐ Use a variety of media in collecting and analyzing information;
- ☐ Place literature in its historical, political, and geographical context; and
- ☐ Write in a variety of genres, including poetry, compositions, response journals, and letters.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts

- ▫ Language strand: 1-5
- ▫ Literature strand: 8-13, 15, 18
- ▫ Composition strand: 19, 21-25
- ▫ Media strand: 26

Mathematics

- ▫ Geometry and Measurement

History and Social Science

- ▫ History strand: 1-5
- ▫ Geography strand: 8-10
- ▫ Civics and Government strand: 16, 20

OVERVIEW

The Need

Many students today have an inaccurate perception of war and violence. At Fuller Middle School, a classroom discussion of the reasons countries go to war elicited some disturbing responses. Some students wanted to know what it would be like to kill another human being; others thought going to war would be "cool." Students needed help in developing a more accurate view of the harsh realities of war.

Before I met with the veterans, I thought that war could be pretty cool. Shooting guns, seeing blood, bombing stuff. I thought it would be like a movie. After all the stories I heard, I now believe war is the worst thing.

Joshua Mancini, Student

A CSL Response

Several Fuller teachers designed an interdisciplinary unit on war that combined social studies lessons on the Holocaust with a study of relevant literature. The language arts teacher used the cooperative learning technique of literature circles to expose students to a variety of perspectives on war and violence. Reading selections included Myron Levoy's *Alan and Naomi*, Elie Weisel's *Night*, Todd Strasser's *The Wave*, and *Diary of Anne Frank*. However, making an historical treatment of war meaningful to eighth grade students remained a problem. After brainstorming, students decided that interviewing veterans would be the best and most accurate way to learn about war. They paired with volunteers from local posts of the Veterans of Foreign Wars, whom they interviewed on two occasions. The veterans returned to the school for a third session to share war memorabilia, medals, and pictures. The students wrote histories and poems of appreciation. Then, with the veterans, they worked to design and create a quilt symbolizing the connection between war and peace.

Service Component

This project bridged the generation gap, bringing young and old together to share the past and present. The men and women reported feeling appreciated, valued and honored that eighth graders took an interest in their lives. The veterans continue to come into the classroom and have become an integral part of the curriculum. Although this project was designed to help students form a more accurate picture of violence and war, the veterans learned as much from their interviewers as the students learned from them.

Celebration

Newspaper coverage during the project heralded its many high points. After the project's completion, the veterans hosted a dinner to honor all participants and their families. The quilt was displayed, and students read their poems of appreciation and shared reflections. Each veteran received a program book featuring the student works.

OUTCOMES

Academic Gains

In addition to the invaluable insights gained from the veterans, students acquired or improved numerous academic skills. The students:

- engaged in the writing process—preparing, drafting, revising, editing and publishing
- sharpened study skills: organizing and categorizing information, outlining, scanning, summarizing, note taking, and time management
- prepared for the interviews by writing thoughtful questions requiring narrative responses
- practiced body presentation and public speaking techniques
- used technology to research topics of interest
- learned to collect data efficiently and relate it to the study of literature
- learned to organize and bind books
- practiced reflection, self-assessment and peer evaluation
- learned quilt making to interpret their theme in a dramatic, visual medium

Societal Gains

Project teachers wanted students to learn the real meaning of patriotism from veterans who had "walked the walk" and earned the right to "talk the talk." In their written reflections, students described how meeting with the veterans had changed their views of war. Students who had previously described war as "fun" with" lots of guns and action" developed a more realistic understanding of the hardships and sacrifice involved. They learned the importance of teamwork—if one soldier doesn't do his or her job, everyone's safety is threatened. Perhaps Becca W. summed up the experience best when she wrote, "I learned so much that I could not learn from a textbook."

Community Partners

- ☐ Veterans of Foreign Wars, Holliston Post
- ☐ VFW, Framingham Post
- ☐ VFW, Marlborough Post
- ☐ VFW, Natick Post
- ☐ *Middlesex News*
- ☐ *Framingham Tab*
- ☐ Teacher volunteers
- ☐ Parent volunteers

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
English/Language Arts		
LANGUAGE		
Standard 1: Students will use agreed-upon rules for informal and formal discussions in small and large groups.	Model proper cooperative learning procedure for Literature Circles.	Teacher observes small group discussions.
Standard 2: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.	Students generate questions and interview veterans. They apply themes of patriotism, honor, sacrifice, and other historical facts learned.	Interview rubric.
Standard 3: Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.	Students rehearse and present program of original poetry and reflections at VFW celebration.	Public speaking rubric.
Standard 4: Students will acquire and use correctly an advanced reading vocabulary of English words, identifying meanings through an understanding of word relationships.	Students in the role of Vocabulary Highlighter (Literature Circles) point out how the author's choice of vocabulary adds to the story.	Literature Circle assessment sheets.
Standard 5: Students will identify, describe, and apply knowledge of the structure of the English conventions for sentence structure, usage, punctuation, capitalization, and spelling.	Students revise and edit during writers' workshop.	Rubric for Composition and Writers' Checkpoints.
LITERATURE		
Standard 9: Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.	Students learn the SQ3R reading method (Survey, Question, Read, Recite and Review).	Literature Circle assessment sheets.

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
English/Language Arts, continued		
LITERATURE		
Standard 11: Students will identify, analyze, and apply knowledge of theme in literature and provide evidence from text to support their understanding.	Students generate questions and interview veterans. They apply themes of patriotism, honor, sacrifice, and other historical facts learned.	Literature Circle Roles.
Standard 12: Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understand.	Students read a variety of literature and connect elements of fiction through small group discussions.	Literature Circle roles and assessment sheets.
Standard 15: Students will identify and analyze how an author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.	Students in the role of Passage Pointer (Literature Circles) point out how the author uses passages or scenes creatively. Students in the Illustrator role offer visual interpretations of important passages.	Literature Circle Roles and assessment sheets.
COMPOSITION		
Standard 19: Students will write compositions with a clear focus, logically related ideas to develop it, and adequate deliveries.	Students write compositions during writers' workshop using the writing process.	Writers' Checkpoint (see Addendum).
Standard 21: Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice in their compositions after revising them.	See Standard 19.	Rubric for Composition and Writers' Checkpoints.
Standard 23: Students will use self-generated questions, note-taking, summarizing, precis writing, and outlining to enhance learning when reading or writing.	See Standard 19.	Rubric for Composition and Writers' Checkpoints.

LESSON PLAN Interview and Composition

Objective

Students will interview war veterans to gain a different perspective on war. Students will apply the themes of patriotism, honor, and sacrifice to their oral history compositions.

Learning Standards: Language Arts

Language strand: 1, 2, 5
Literature strand: 9
Composition strand: 19, 21, 22, 23, 24

Materials

Overhead projector

Procedure

Part 1

Brainstorm a list of all possible themes of war.
Create semantic web.
Discuss patriotism, honor and sacrifice.

Part 2

Arrange themes into separate groups:

- Life before the war
- Enlistment/volunteer
- Area of service
- Combat
- Family friends
- Life after the war
- Honors/medals

Draft 5-7 questions in each category.

Model open-ended questions and answers.
Model interview techniques, how to draw out answers from reluctant speakers; model use of tape recorder.

Part 3

Type final list of questions, check for repetition, leave adequate space to record answers. Make two complete sets of questions. Review note-taking techniques.

Part 4

Meet with the veterans for a two-day one-on-one interview process.

Part 5

Reflect on the interview process, share information, respond in reflection journal.
Veterans share their concluding thoughts.

Part 6

Analyze and categorize information, summarize and organize content, and outline for final composition.
Review writing process and composition elements, sentence and paragraph structure, mechanics and usage.

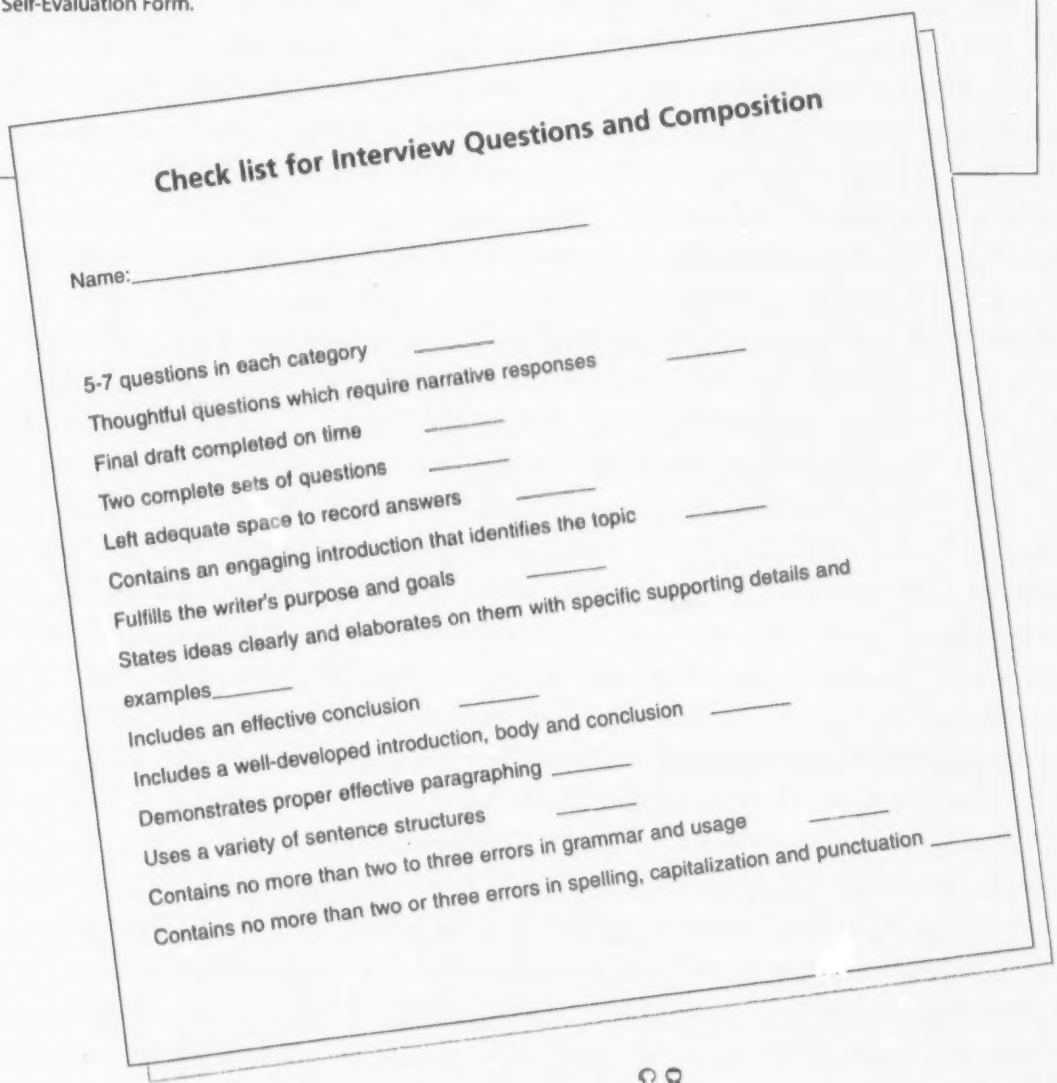
LESSON PLAN continued

Part 7
Begin to draft, revise, edit, and conference as outlined in the writing process guidelines.

Part 8
Share details learned and compare information, reflect and evaluate entire interview process. Write thank you notes to the veterans.

Assessment

Interview check list for Questions and Composition.
Self-Evaluation Form.



Check list for Interview Questions and Composition

Name:_____

5-7 questions in each category _____
Thoughtful questions which require narrative responses _____
Final draft completed on time _____
Two complete sets of questions _____
Left adequate space to record answers _____
Contains an engaging introduction that identifies the topic _____
Fulfills the writer's purpose and goals _____
States ideas clearly and elaborates on them with specific supporting details and examples_____
Includes an effective conclusion _____
Includes a well-developed introduction, body and conclusion _____
Demonstrates proper effective paragraphing _____
Uses a variety of sentence structures _____
Contains no more than two to three errors in grammar and usage _____
Contains no more than two or three errors in spelling, capitalization and punctuation _____

LESSON PLAN Literature Circles *

Objective

Students will read a variety of literature using the Literature Circles technique.

Learning Standards

Language Arts:
Literature strand: 8, 9, 10, 11, 12, 13, 15

Materials

- Historical fiction/nonfiction
- Literature Circle Role Description Sheet (See Addendum)
- Three-ring binder
- Rubric for assessment

Procedure

Part 1
Introduce literature, allow students to select their book.
Introduce literature roles and procedures, model appropriate response, review assessment, review cooperative learning procedures, fill out calendar, and group children. Assign roles and checkpoints for homework.

Part 2
Discuss war themes, apply patriotism, honor and sacrifice to novels.
Share literature roles in reading groups; teacher observes from outside the group. Rotate roles and assign new chapters.

Part 3
Continue reading and role sharing until all roles have been done and books completed.

Part 4
Open classroom discussion, share all books and themes connecting history. Give brief book summary. Share thoughts and feedback on overall process. Evaluate small group production. Complete cross-curricular web.

Assessment

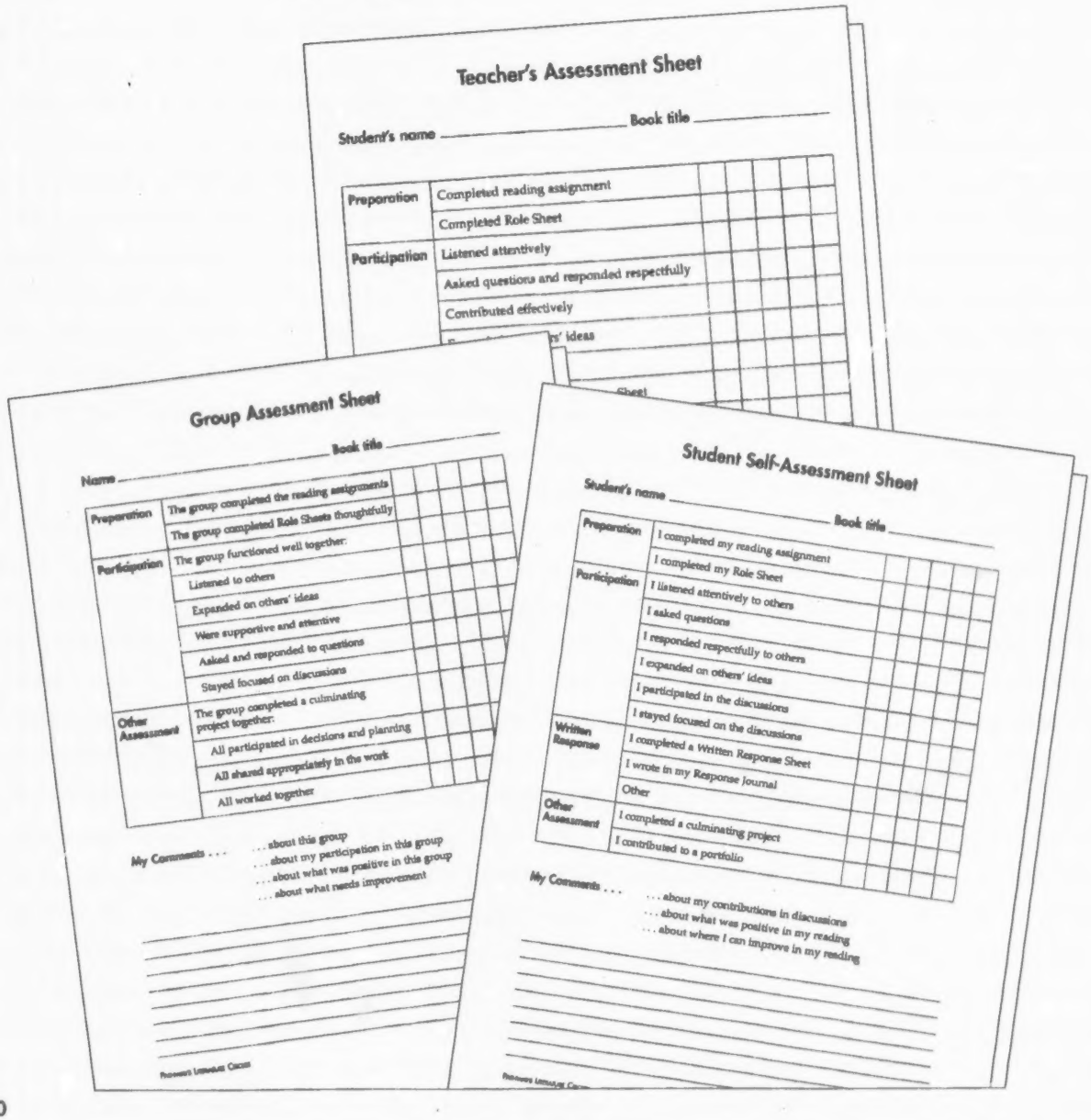
Rubrics for Literature Circle:
- Group assessment sheet
- Student self-assessment sheet
- Teacher's assessment sheet

* ***Literature Circles*** *is a cooperative learning technique where a variety of novels covering similar themes can be read at the same time. Each member of the group takes on a role (see Role Description Sheet) and shares information with the group. The positions rotate so that each student has a chance to experience each role. Class reflection time is crucial at the end to share books and discuss common issues.*

Assessment

The students were assessed in a variety of ways:

- The literature component was evaluated using literature circle rubrics as well as by teacher observation. Students were evaluated on their individual roles, group participation and cooperative learning techniques.
- The writing component was assessed using writing process rubrics and rubrics for composition, interviews, and poetry. Students' oral presentations of poetry and reflections were evaluated using the public speaking rubric.
- Quilt-making was assessed on participation only. The teacher did not grade artistic ability or design.



Teacher's Assessment Sheet

Student's name _____ Book title _____

Preparation	Completed reading assignment
	Completed Role Sheet
Participation	Listened attentively
	Asked questions and responded respectfully
	Contributed effectively
	...s' ideas

Group Assessment Sheet

Name _____ Book title _____

Preparation	The group completed the reading assignments
	The group completed Role Sheets thoughtfully
Participation	The group functioned well together:
	Listened to others
	Expanded on others' ideas
	Were supportive and attentive
	Asked and responded to questions
	Stayed focused on discussions
Other Assessment	The group completed a culminating project together:
	All participated in decisions and planning
	All shared appropriately in the work
	All worked together

My Comments . . .
. . . about this group
. . . about my participation in this group
. . . about what was positive in this group
. . . about what needs improvement

Student Self-Assessment Sheet

Student's name _____ Book title _____

Preparation	I completed my reading assignment
	I completed my Role Sheet
Participation	I listened attentively to others
	I asked questions
	I responded respectfully to others
	I expanded on others' ideas
	I participated in the discussions
	I stayed focused on the discussions
Written Response	I completed a Written Response Sheet
	I wrote in my Response Journal
	Other
Other Assessment	I completed a culminating project
	I contributed to a portfolio

My Comments . . .
. . . about my contributions in discussions
. . . about what was positive in my reading
. . . about where I can improve in my reading

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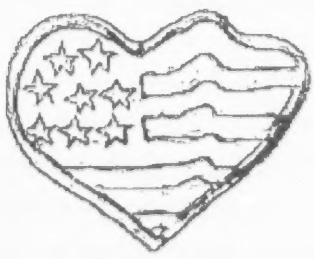
TIMELINE

Class

1. Brainstorm ideas, empower students to make choices.
2. Discuss literature themes and empower students to select books.
3. Set goals, outline calendar of events, create timeline.
4. Write introductory letters to veterans.
5. Brainstorm interview questions.
6. Model journal responses from *Modes of Thinking*.
7. Explain and model the various roles in literature circles, present literature.
8. Small reading groups discuss initial chapters, share journal entries; present mock interviews to model correct techniques.
9. First visit from veterans for interview.
10. Begin literature circles; assign roles.
11. Second visit from veterans; complete interviews and follow up with group discussions, reflection.
12. Literature circle #1 meets; assign new roles.
13. Literature circle #2 meets; discuss interview process, review information and begin to draft written composition.
14. Discuss quilt process and brainstorm possible quilt themes.
15. Veterans return to share war memorabilia, medals, and pictures.
16. Veterans design quilt patches with students; additional time after school to sew quilt together.
17. Mini lesson on poetry techniques; students begin to draft poems.
18. Students finish drafting poems; work in computer lab.
19. Complete poems and written histories; organize and print program book for veterans.
20. Celebratory dinner at VFW.
21. Literature circle #3 meets.
22. Literature circle #4 meets.
23. Reflect on the project; discuss assessment and evaluation.
24. Write thank you letters to veterans.



We want to teach the importance of patriotism. I enlisted because of Pearl Harbor. We appreciate the teachers for establishing this relationship with your students so that we can tell our stories and express our beliefs about patriotism.

Haley Dutchka, 8th grade student with Veteran

Interview with John McAuliffe by Kelly McCabe (Fuller Middle School)

Q: How did your family react to the draft and how did your family get along without you?

A: In 1941-42-43, my aunt and uncle wanted me to go to war. I got drafted. I did not volunteer. My family did not want me to go. I graduated from school and then I went into the service.

Q; Did you have any friends killed and how did you feel?

A: Yes, I did have some friends killed, but I didn't know them personally .

Q: Did you miss your friends and family while you were gone?

A: Yes, I did miss my family. I was very lonely.

Q Were you ever injured?

A: Yes, I wes injured. I lost my hearing from all the explosions.

Q: About how many people were killed or injured on your team?

A: About 5 thousand were injured and 15 thousand were killed in my division .

Q: What was going on in your mind while you were fighting?

A: I was thinking about how to survive and protect myself and friends.

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

You are the military leader for your country. A neighboring country is about to invade your territory. In order to protect your country and its citizens, you might have to go to war to prevent this from happening. How will you advise the President to best resolve this situation?

Write a persuasive essay convincing the President to follow your course of action. Give at least two reasons to support your position. Remember, you must argue in such a convincing manner that others will agree with you.

Write the first draft of your composition on the paper provided by your teacher. You have the remainder of Session I to complete your draft. You may wish to refer to the Student Directions and Scoring Guidelines as you write.

Challenges	Solutions
Establishing contact with local veterans.	Ask veterans you know for assistance. The project author contacted a VFW commander through a colleague's parents who were active members of a local post. The commander, Dante DeFazio , a retired Framingham teacher, took the project proposal to a commanders' district meeting. His enthusiastic presentation generated interest at local posts, and 37 veterans volunteered to participate in the project.
Providing roles for all veteran volunteers.	Veteran volunteers outnumbered participating students. Veterans who were not paired with a student were invited to sit on discussion panels.
Involving parents and other teachers.	The excitement became infectious, prompting parents and teachers to offer assistance and encouragement to the Veterans Program.

Infuse life into your classroom through the real-life experiences of your community veterans. Witness the metamorphosis that takes place as students delve into a year-long interdisciplinary and intergenerational unit which will enhance and enrich their knowledge and appreciation of the courageous sacrifices the veterans made for their country.

Kerry Winer,
Grade 8 Teacher

Extending the Vision

Local support for this project continues to be tremendous. Other local veterans agencies have expressed an interest in participating in future projects. In addition, this project, in some form, is being replicated in other school districts. The National VFW honored the project with a prestigious Merit of Excellence award. The Framingham School Committee recognized this program as an "outstanding educational initiative." To share the program's benefits with other educators, the project author presented at the 1997 NAPE National Symposium: Connecting Partnerships to Student Success and the 1998 Massachusetts Reading Conference. Finally, since many students have chosen to stay in touch with their veterans, the benefit for these two groups extends beyond the project's official end.

IN CONCLUSION: School's Role in the Community

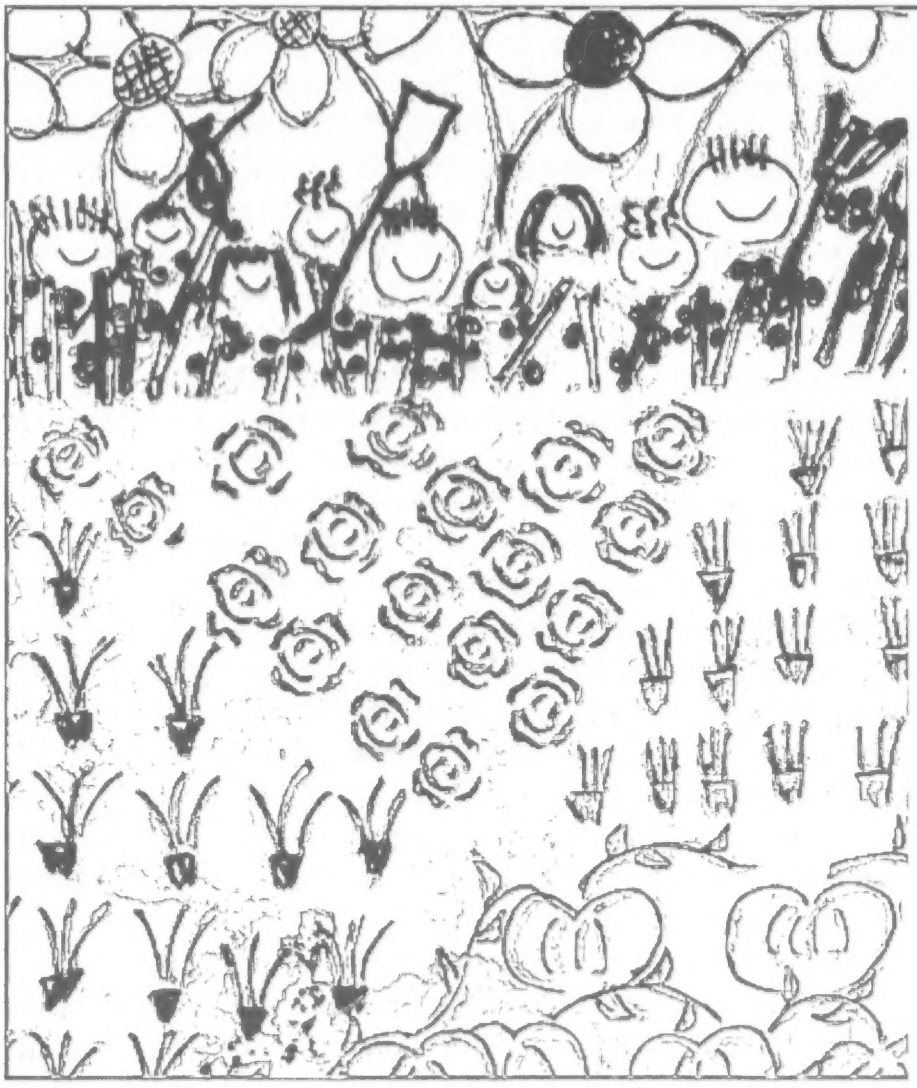
The feedback from the veterans about this project was overwhelmingly positive. They were delighted with the interest the younger generation showed and were eager to share war stories and memorabilia. Many came to school dressed in full regalia, making the experience real to the students. Thanks to their vocal support and the generous coverage by local media, the benefits of this project reached far beyond the classroom. The community at large felt its force. Most rewarding, however, was the change that occurred in the students. Children, whose previous image of guns and battle came largely from video games, movies, and television, now understood the harsh realities of war from people who had "walked the walk." They learned a sobering and moving lesson about humanity, patriotism, and sacrifice.

Consider the following poem on patriotism, written by student Peter R.

Patriotism, a word with many meanings, yet so powerful.
People underestimate the power of patriotism.
They might think it's faded, but it isn't.
Patriotism has its own security system.
It cannot be stolen,
It cannot be bought,
It cannot be taken,
It cannot be forgot,
It cannot be defined,
You know why?
Because you control it;
It's what you think, do and say,
If you're like me, it will never go away.

UNIT 8

Community Garden



Wareham Middle School
Wareham, Massachusetts

Subject Areas
Mathematics, History, Civics, Language Arts, Science and Health

Area of Service
Environmental

Grade Level
Middle School

Author of Project
Deb Socia, Paula Murphy, Kenneth Pottel, Terry DeFilippo

In Brief

The "Community Garden" is as an interactive school-wide project that addresses the societal need of feeding the hungry and enriches the math and science lessons of the middle school curriculum. Students research agricultural factors such as: crop rotation, water conservation, and organic gardening techniques (mulching and composting); design the garden and attend to all details necessary to reap a bountiful harvest. In addition to planting food, the students plant flowers, and the garden, peppered with benches, is now a pleasant spot for both school and community members.

Learner Outcomes

Students learn to:

- ☐ Apply scientific method to design experiments for real world situations;
- ☐ Utilize research skills to gather information;
- ☐ Practice the writing process in completing a variety of assignments;
- ☐ Recognize the application of geometric concepts in real world situations; and
- ☐ Understand the issues that impact the individuals in need.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts

- ▫ Language strand: 3
- ▫ Composition strand: 20

History and Social Science

- ▫ History strand: 4
- ▫ Civics and Government strand: 19

Mathematics

- ▫ Number sense
- ▫ Patterns, Relations and Functions
- ▫ Measurement
- ▫ Statistics

Science and Technology

- ▫ Inquiry
- ▫ Life Science, Earth, and Space

OVERVIEW

The Need

Damien's Pantry, a community agency serving homeless and needy families in Wareham, is always in need of food donations. Middle school students involved in math and science classes and the Garden Club built a garden in which they plant vegetables such as kale, spinach, tomatoes, peas, scallions, and lettuce to address the needs of the Pantry.

A CSL Response

Seeking a means to connect the students' world of academics to their community, the members of the Wareham Middle School's Renaissance Program set the plans in motion to build a 60 by 90 foot community garden. The Renaissance Committee, a group of staff members and parents, envisioned the garden enriching students' academic experiences by providing an onsite learning lab for the life science curriculum, promoting school pride among the students as organizations held meetings in the garden, and harvesting crops from the Community Garden for the local food pantry.

The Community Garden also provides students an interactive learning opportunity to explore, discover, and understand how life science and technology connect to the agriculture industry of today. Students experience the basics, from preparing the garden for planting to harvesting the crops. Members of the science department at the middle school have created lesson plans for students to utilize the garden as a learning lab. Connecting the classroom instruction to the hands-on experiences in the garden, students learn to apply geometry concepts to planning the garden beds, discover the relationship between soil composition and crop growth, learn to test and prepare the soil, read and follow directions to plant tulip bulbs and vegetable crops, learn to compare and contrast fertilizers and improve their skills in data collecting and graphing.

Classroom instructors received community support for this initiative. A generous donation from the local bank was used to purchase soil testing kits and garden equipment. Teachers were given technical support by the local landscaper and nursery in the planning and planting of the community garden. Community members and teachers join hands to teach students in the middle school.

My name is Brian Backlund, I am a sophomore at Wareham High School. When I was in the middle school two years ago, I was Vice President of the Garden Club. The garden has opened a world of opportunities for me. Before I was in the Garden Club, I had gotten suspended for three weeks because I brought a knife to school. When I returned to school, Peter Hassenfuss welcomed me with open arms, thus changing my view of school and the people that run the Wareham Public School System. Right now I serve as a community service learning audio/visual representative for Wareham. Community service-learning helped me through school.

Brian Backlund,
former Wareham
Middle School Student

The math class will figure the amount of stones needed for building the raised beds, science students will do the soil testing, and students in the shop class will build it.

Wareham High School
Principal

Service Component

The community garden created by the middle school students of Wareham Middle School addresses a community need that is universal. Through this project students become cognizant of the existence of hunger in their own community. The crops harvested in the school's community garden are donated to Damien's Pantry, for Wareham's needy families.

The community service component of this project has broadened over time. The students recognized the community's needy population was larger than the harvest from their garden could feed. Through additional creative problem solving the students researched the types of crops to plant that would harvest the greatest yield with the greatest nutritional value. In addition, the students began assisting community members in the creation of their own gardens by testing soil samples and providing steps to improve the condition of the soil, if necessary. Finally, the students initiated a can drive in November to supplement the needy families through the winter months.

Celebration

The community garden serves as the center stage for celebration. The students involved in the design of the beds, the planting and the harvesting of the crops formally receive recognition at Renaissance Night, an event that recognizes all students for their community service. However, there are several other occasions during the school year that the students, dedicated to the community garden project, receive recognition informally at the garden. For example, each spring the community is invited to participate in a planting day with the students, when the garden beds are planted. At this event students receive respect and appreciation from fellow community members. Finally, the school's Garden Club, which helps to maintain the garden over the summer, awards its participants community service points. Many students earn enough community service points to attend a free overnight camp in the spring.

OUTCOMES

Academic Gains

The community garden project, an interdisciplinary unit, is ongoing throughout the year. Beginning with researching raised beds, crop rotation, alternative methods of water conservation, and organic gardening techniques, the project integrates math and science in the students' activities. Students are introduced to the study of chemicals, minerals, and vitamins. In addition, when the students step up the activity at the garden site from research-based to action-based, they use measurement tools to lay out the garden beds, prepare the soil, purchase seeds, plant, and maintain the health of the garden by watering, cultivating, fertilizing, and harvesting. With timelines in place, the students can track the yearlong events ending with the delivery schedules of harvested crops to the food pantry in August.

Throughout this project, a variety of instructional methods are interwoven among the activities. The student instructional groupings may vary from an individual writing an entry in his/her reflection journal to a small group brainstorming their marketing strategies for the public awareness campaign to a guest speaker sharing technical information on the maintenance of the garden in a large group setting. As students complete activities designed to accomplish their tasks, whether it be researching and comparing fertilizers or purchasing seeds to plant, they complete cross-curriculum writing assignments.

Societal Gains

Identifying needs in the community is key to this project. Through the context of the community garden, students recognize that the needs of their community reflects to a lesser degree similar needs identified world wide. The garden project provides students the opportunity to participate in an activity to make a difference in their community, and to reflect on the impact their project has on the community's needs. Through community service-learning projects, students receive the necessary skills and knowledge to "be part of the solution" to a community need.

Community Partners

The Wareham Middle School Garden Project has attracted many partners. The parents of the middle school students volunteer their time and support the students in solving unpredictable problems that suddenly occur. The primary partner in this project is Damien's Pantry, a food distribution center. The technical support partners, including the Wareham Garden Club, local nurseries, lumberyard, and a masonry center, assist in the design, planting and maintenance of the garden. Finally, Sandwich Cooperative Bank and the Greater New Bedford United Way Building Mini Grant Program, a part of United Way, has provided both financial and promotional support for this project. Providing partners with updated communications regarding the status of the garden project has continued to foster collaboration throughout the community.

As a classroom teacher of both math and science, the attitude changes in the students I have witnessed are incredible. The students are no longer just students, they are community members making a difference. The students involved in the community garden project have not only gained academically through inquiry-based activities, but also have made a true connection to many different faces in the community. They have reached out, worked hard, and gained self-confidence. They now see themselves as people who can make a difference. This is a skill that they will carry for a lifetime in whatever they encounter.

Wareham Teacher

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TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
Science and Technology INQUIRY		
Standard: Design an investigation or problem specifying variables to be changed ,controlled, and measured.	Tulip planting activities. Students will design an experiment with a control and a variable to determine how to maximize the height of tulips.	Having designed an experiment to determine the variables affecting how high tulips grow, students complete a lab report with the observation, results , and conclusion of their experiment.
Use complex tools to make observations, and gather and represent quantitative data. Represent findings using tables, models, demonstrations and graphs.	Students will record observation of tulips' heights in charts or graphs to share with others.	
English/Language Arts LANGUAGE STRAND		
Standard 20: Students will select and use appropriate genres, modes of reasoning, and speaking styles when writing for different audiences and rhetorical purposes.	Tulip planting activities. Students will author an informational book entitled, "The Best Way To Plant Tulips."	The student's product, the book, will be assessed using a writing rubric for informational writing.
Mathematics		
Geometry and Measurement: Select appropriate units and tools to measure the degree of accuracy required in a particular situation.	Using a soil testing kit, each student will test the soil's pH, record the results on a chart and using a proportion determine the amount of lime to add, if needed. In addition, the student will till the lime and manure into the soil to a depth of 8 to 10 inches.	This project will be evaluated based on the physical observational data collected since the planting of the tulips. Soil samples will be extracted at a depth of 8 inches and tested for pH.

LESSON PLAN Soil Preparation

Objective

Students will test the quality of the soil in the community garden and make informed decisions about nutrients to be added to the soil in preparation for planting. Students will offer soil testing as a service to the community.

Learning Standards

Science and Technology

Apply personal experience and knowledge to make predictions.
Apply multiple lines of inquiry to address and analyze questions.

Inquiry Mathematics

Measurement: Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.

English/ Language Arts

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Materials

- Soil testing kits
- Lime, manure, rye seeds
- Garden tools
- Research materials

Procedure

Pretest

Students will complete a journal prompt: What is in the soil that is required for plants to grow? The students are encouraged to write from their experience. The results could be shared in a "Think-Pair-Share" or in a whole class brainstorming session.

Activity

- Students will research soil composition and its role in the growth of plants.
- Students will evaluate the quality of the soil, using soil testing kits.
- Students will list the necessary steps to improve the quality of the soil for growing plants, (lime to correct acidity, sulfur to lower pH, manure, the planting of rye grass to replenish the nutrients).
- Students will record data collected on soil testing, quantity of nutrients added, and changes in soil quality in a journal.
- Students will create graphs from the data.
- Students will write a piece to put in the common journal in the school library to track data and compare over time.

LESSON PLAN continued

Assessment

Using the writing process, students will write at least a two-paragraph journal entry in response to the following prompts:

- Write a brief review of the process you used during this project. Use specific data collected as you tested the soil and determined what needed to be added and in what proportions. If your group decided to plant rye grass, please also discuss this and explain why you chose this option.
- Next, please speculate about the impact your choices will have on the garden in the spring? What are you hoping will happen as a result of your actions? How will your work help our school and community? What would you recommend happen next in our garden if we hope to make the garden attractive and productive?

TIMELINE

ONGOING CYCLE

September
Harvest crops, deliveries to food pantry

October
Harvest crops, deliveries to food pantry, clean garden

November
Finish cleaning garden, inventory supplies, create a needs assessment

December
Order garden supplies

March
Conduct soil tests, determine soil needs

April
Plant

LESSON PLAN Tulip Planting

Objective

Students will conduct an investigation using a variable and a control to determine the most effective method to plant tulips.

Learning Standards

Science Inquiry

Design an experiment specifying variables to be changed, controlled and measured.

Mathematics

Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.

English/ Language Arts

Make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Materials

- Soil testing kits
- Lime, manure, rye seeds
- Garden tools
- Research materials

Procedure

- Working in small groups, students completed a K-W-L chart to create an experiment to test one variable.
- Assign the worksheet "Tulip Planting" to be completed as a Think-Pair-Share activity ending with a classroom discussion of the topics.
- Students list the possible variables they could study. Variables already studied in previous years are discussed. The journal from the library would be a source of information about the tulips.
- Students research and prepare to create a study with a control and a variable that will help to answer the questions about how to maximize the height of the tulips. Further, students research the standard method of planting tulips as is suggested in the gardening books (eg., How deep? When? How much sun?)
- Students select a reasonable number of variables to study.
- Students create the process using the vocabulary and method studied.
- Students list all required materials and assist in the analysis of the cost required to plant the tulips.
- Students plant the tulips according to their process.
- Students agree upon and implement a data collection method.
- Students collect data as the tulips break through the ground in the spring.

LESSON PLAN continued

Assessment

Students respond to the following prompt: How has this project helped our school community? Advise the reader how they would go about planting tulips that would grow as tall as possible. Use the following words in your letter:

control	graph
independent variable	variable
dependent variable	materials
hypothesis	experiment
conclusion	chart

Circle the words in your letter. Be sure to include in your letter information you learned from the other students' presentations.

COMMUNITY SERVICE LEARNING PROJECT
TULIP PLANTING

We are going to plant some tulips in the garden. What factors influence the height of the tulip plant? Any one of these factors could be a variable we might study as scientists.
List some possible variables that we could study. Circle the variable that you are most interested in investigating.

Write your hypothesis for the tulip experiment using the variable you suggested.

What would be the independent variable and the dependent variable in this experiment?

Explain the process you would use that investigates the variable and the use of a control.

Assessment

Designing, constructing, and maintaining a community garden is an authentic performance assessment. This project involves the completion of real-world tasks such as using measurement tools to layout the garden design. Students also demonstrate their understanding of working cooperatively among peers, designing an experiment with a variable and a control group, writing a friendly letter, and speaking in public through performance assessments. Finally, throughout this unit assessment data on the students' understanding of technical vocabulary is collected as students complete the traditional teacher-made tests. Throughout the student activities in the community garden project, students are actively engaged in a variety of assessments to determine their growth and understanding.

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

☐ Address one the following topics in a well-organized essay:

The Community Garden Project responds to the needs of families serviced by the Damien Pantry, by donating food grown and harvested in the school's community garden.

How have you responded to the needs of your community through your work on the community garden project? Give specific examples of your contributions toward a solution to the identified need in your community.

Challenges	Solutions
Continuing to broaden the student base participating in the garden project, by expanding the participation of content area teachers.	Conduct teacher and community seminars to promote the connections between the middle school curriculum and its real life application in the garden project. Supply sample units of study for garden project activities.
The logistics involved in coordinating the volunteers' schedule to maintain the community garden.	To address the scheduling logistics for garden maintenance, the School District's CSL office will investigate training parent leaders to assist in the task.

Extending the Vision

The garden project was designed to provide students a learning lab for math and science integrated activities while planting and harvesting crops to donate to the local food pantry for needy families. Initially this project appeared to be able to satisfy the needy population the students thought existed in their community. Once into the project, students realized this small garden could not feed the identified 1,700 needy families since the harvesting of crops only takes place in the late summer and early fall.

How do these families receive food at the other times of the year? Through creative problem solving sessions, the students extended the garden project to include sponsoring a can food drive in November. In addition, the students initiated a campaign to support community residents in planting their own gardens. Students will test the soil of community members and collaborate with a local nursery to provide advice on what needs to be added to their soil.

Finally, the committee that initiated the garden project has continued to support the garden project by having an irrigation system installed in order to help maintain the garden. Students are developing plans with a local mason to continue to enhance the aesthetics of the garden. A drive to raise money for brick walkways has begun. Within the design of the garden, benches provide a sitting area for teachers to conduct classes outside and for residents to visit. The garden, blooming with color, provides a pleasant area for our youth and residents to share a common interest in plants.

IN CONCLUSION: School's Role in the Community

The "Community Garden" has developed into a school-wide project that addresses two needs of the school and community—feeding the hungry and beautifying the school grounds. In the process, the project enriches the math and science lessons of the middle school curriculum. Students research agricultural concepts such as crop rotation, soil quality, water conservation, and organic gardening techniques (mulching and composting); design and build the garden; and attend to all the details necessary to reap a bountiful harvest. In addition to planting vegetables, students plant flowers, and the garden peppered with benches, is now a pleasant spot for both school and community members. The community garden has enhanced the school atmosphere, classroom instruction, and the community's relationship with the school.

UNIT 9

Zoo Project

Brennan Middle School
Attleboro, Massachusetts

Subject Area
Interdisciplinary

Area of Service
Educational

Grade Level
Middle School (Grades 5-8)

Author of Project
Jean Doyle & Lori Ross

Collaborators
Beth Handrigan, Carleton Legg, Lynne Reale, Jean Nakowitz, Anjan Nath, Roberta Perlman, Susan Davis, Dianne Valade, Kathy Barrette

In Brief

In Project CHOICE (Children Harvesting Opportunities in Community Education), a community service-learning program at Brennan Middle School in Attleboro, fifth graders were absorbed in learning all kinds of facts about endangered species and the role of the zoo in their community. The Zoo Project, as it became known, provided a real-world learning opportunity that focused their awareness beyond the walls of the classroom and enabled the students to actively contribute to their community. This community service learning project transformed their zoo into a "learning lab," promoted educational partnerships among several city agencies, and ultimately contributed to the reaccreditation of the Capron Park Zoo.

Learner Outcomes

Students learn to:

- ☐ Examine the role of citizens in a community to protect and conserve wild life;
- ☐ Gather information and data to support solutions;
- ☐ Reflect on the role of the local zoo as "an educational tool";
- ☐ Access, evaluate and integrate information from a variety of sources; and
- ☐ Apply communication skills to gather, process, and deliver information on a specific topic.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts

- ▫ Language Strand: 1, 3, 5
- ▫ Literature: 8, 9
- ▫ Composition strand: 20, 21, 22, 23, 25

Mathematics

- ▫ Patterns and Functions
- ▫ Statistics and Probability

Science and Technology

- ▫ Inquiry
- ▫ Life Sciences
- ▫ Research, Evidence, and Point of View

History and Social Science

- ▫ Geography Strand: 10

OVERVIEW

The Need

Through a student survey, Brennan Middle School's educators discovered a strong student interest in learning about animals and endangered species. At the same time, the Capron Park Zoo Education Department wanted to recruit community participation in its drive for federal accreditation. And so, based on the mutual needs and the close proximity of two different community institutions, the partnership was born. During the initial planning stages of Project CHOICE, the team considered a number of possibilities before reaching consensus on what topics the students would investigate, where the students' lessons would take place, and who would teach specific lessons. Initially, the teachers envisioned the project idea as an interdisciplinary learner's web or map.

A CSL Response

In subsequent planning sessions, the personnel at the zoo suggested revising the content of the interdisciplinary map to include topics such as animal acquisition, exhibit design, and the social issues surrounding endangered species. With the inclusion of these topics, the partnership deepened. Zoo personnel agreed to provide content workshops for the teachers and student instruction both at the zoo and at the school.

Building on the enthusiasm of both park and school professionals to transform the Capron Park Zoo into a "learning lab" for 170 fifth grade students, other community agencies were recruited to assist the students in the project. The local newspaper's editor taught the students how to write an editorial; the local cable company taped students interviewing Capron Park Zoo's personnel; and the local radio station assisted students in creating an ad and then broadcasted radio advertisements for the zoo.

We would like these kids to come away with the knowledge that zoos aren't just a showplace for exotic animals. We are teaching children that zoos are also involved in education, conservation and research.

Lori Ross, Education Curator

Service Component

By spring the students organized and implemented a citywide accreditation awareness campaign culminating in "Zoo Day," a Public Awareness Fair held at Capron Park Zoo. During the fair students shared their projects with more than 1200 visitors. Students had the opportunity to share the knowledge they had gained from the "experts" at Capron Park Zoo. With several learning stations scattered across the grounds of the park, visitors were reading children books on endangered species, matching animals with their habitats, and listening to students explain the process involved from acquiring animals at a zoo to designing an exhibit for a newcomer.

Celebration

At the completion of year one, each child received a certificate of participation in Project CHOICE at a picnic held at Capron Park Zoo. During this celebration the teachers acknowledged the students' efforts, sharing with them the comments visitors had written about them on Zoo Day. The student body, 170 fifth graders, also evaluated their year-long efforts. Students recognized that they not only made a contribution to their city with the accreditation kickoff held at the park, but they enjoyed learning and connecting with the "people" of their city. Students developed an ownership and investment in the future of their city's zoo.

Capron Park Zoo
Accreditation 1996
Community Service Learning Project
Get a Behind the Scenes View of Life in the Zoo !!!
ZOO DAY 1995
May 19th & 20th
10:00 A.M. - 4:00 P.M.
Accreditation means keeping Capron Park Zoo as
• A vibrant community resource
• Center for life-long learning
• A place for our children to see exotic animals
• Saving endangered species
• Increase in tourism stimulating the economy
• Greater access to grants

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OUTCOMES

Student Empowerment: Creating the Project Framework

Community service-learning projects spark students' interest in learning as they problem solve real world issues with adult leaders in the community

Jean Doyle,
Zoo Project Coordinator

Project Choice began with a large group introduction to three key figures in the city: the Conservation Officer, the Assistant Superintendent of Parks, and the Education Director at Capron Park Zoo. Following a large group presentation describing community service-learning, the group divided into three subgroups, one per speaker. Topics covered by the individual speaker's presentations included habitats, social issues, animal acquisition, and exhibit design. Each subgroup designed a project that highlighted their speaker's presentation and shared it with the large group.

Students were asked to formulate a "Big Question" that would provide opportunities for them to research and find answers to issues related to wildlife and the environment in their city. Key words cited in the student responses were environment, protecting animals, and responsibility of citizens to help solve city problems. After further discussions the students defined the essential question: "What is our responsibility to protect and preserve wild animals and the environments needed for their survival?"

Having established the essential question, the students brainstormed a list of possible resources needed to answer the question. Of these, students were asked to choose six topics to study. The essential question and the six topics were presented to the students in the form of a learner web model. (See p. 7) Next to each topic in the web, a community agency was listed with a suggested project for the group to demonstrate its understanding of that particular topic.

Each classroom teacher chose a topic from the web and created a corresponding unit of study to implement in the classroom. In addition, each unit had a monthly guest speaker and a field trip. Students began their research with the unit designed by their classroom teacher. The units then rotated according to a predetermined schedule, clockwise throughout the web. Every child in the fifth grade completed all six units of study and participated in the culminating Zoo Day Public Awareness Fair in May. At Zoo Day the students set up their displays, which corresponded to each topic in the web. During the course of Zoo Day, students shared their projects with over 1200 visitors. Among the visitors were "expert panelists" evaluating student's performance and behavior using a rubric. In addition, each visitor was given an evaluation sheet rating the student's knowledge and behavior.

Academic Gains

Interviewing, researching, writing, creating graphics and organizing a city-wide event to inform local citizens of Capron Park Zoo's need for accreditation involved a multitude of learning standards from each of the major academic areas: math, science, English, and social sciences. Students utilized their research skills to investigate social injustices while they read about endangered species. Students demonstrated the knowledge gained from their study of the natural habitats of animals in the zoo's collection by designing models of animal exhibits. Their speaking and listening skills sharpened when the students interacted with local radio, newspaper, and art museum personnel during the fieldtrips and classroom activities. Students used their technology skills by producing quality projects such as brochures and videos to inform the community of the status of Capron Park Zoo.

OUTCOMES continued

Project CHOICE had many impacts on students. They were more aware of information, were excited about using guides for research, and interested in exploring the Zoo to complete specific tasks.

Carlton Legg,
Fifth Grade Teacher

Societal Gain

Residents are now very aware of the importance of accreditation for Capron Park Zoo. Though the zoo is not yet accredited, city officials now have the necessary background knowledge. This knowledge and understanding will be essential when the Superintendent of the Parks and Recreation Department requests the financial support necessary for improvements to meet the zoological society's standards. Accreditation by the American Zoo Association not only has a positive impact on the care of the animals currently in the zoo's collection, but it also means access to additional animals. Increasing both the diversity in Capron Park Zoo's collection of animals and the opportunity to receive grants for improvements will contribute to improving the quality of the programs sponsored by Capron Park Zoo and thus directly benefit the members of the community.

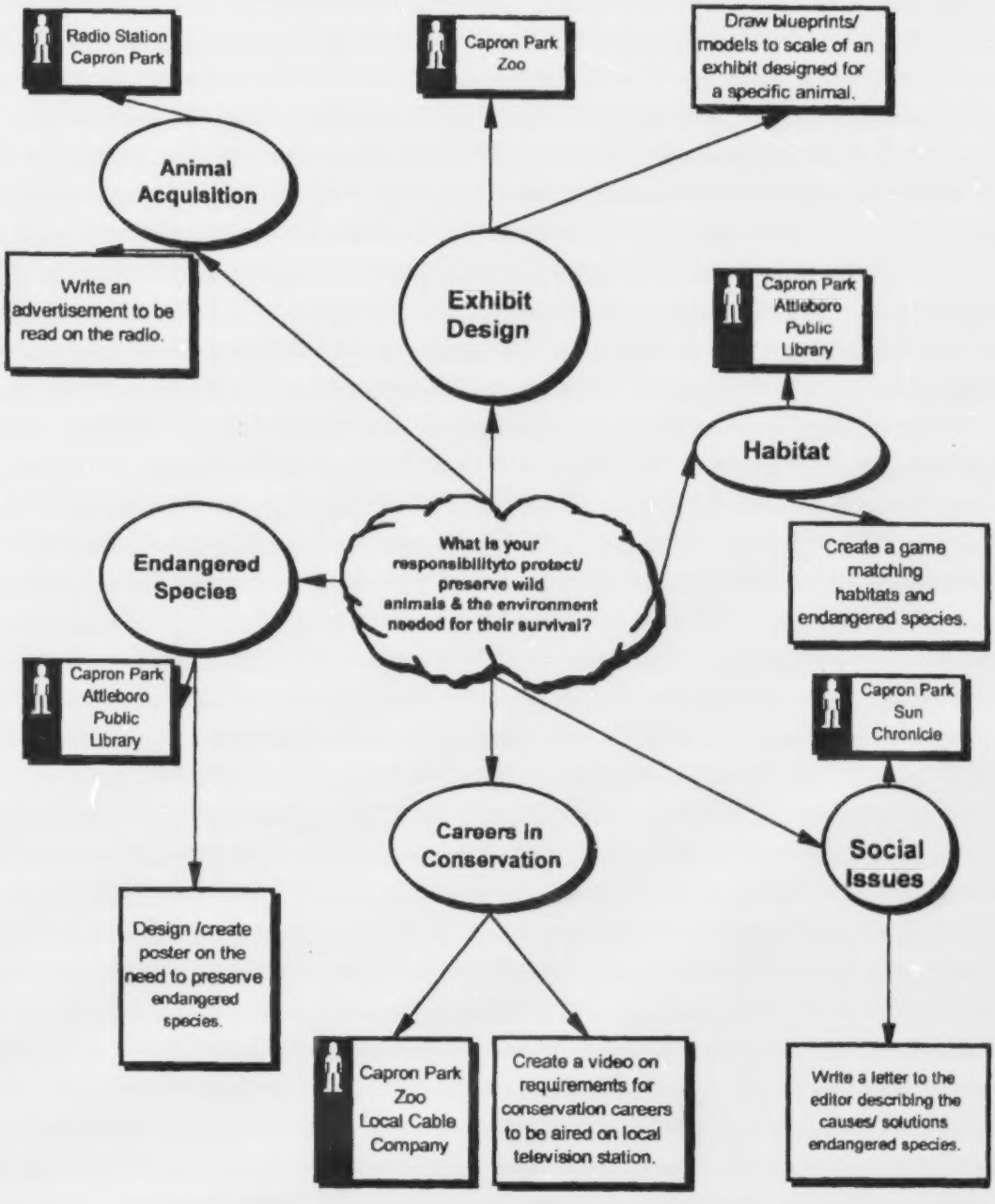
Community Partners

Clear lines of communication are essential in developing this partnership, especially a first time partnership. The Zoo Project involved one main partner, Capron Park Zoo. In addition, the following agencies assisted students in this service-learning initiative:

- ☐ Attleboro Art Museum
- ☐ *Sun Chronicle* (newspaper)
- ☐ WARA (radio station)
- ☐ Inland Cable Co.
- ☐ Attleboro Public Library

Capron Park Zoo's staff continues to work closely with several teachers who were involved in the first year of the project. One class helped the zoo staff plant over 500 flower bulbs in the park. The park staff then helped these students beautify the grounds around their school. Students in another class wrote childrens stories that featured animals in the zoo's collection. These stories were used in the zoo's weekly story hour for preschoolers. Zoo staff worked directly with the students by providing reference materials and information about animals, and by helping them edit their work for content. In addition, several teachers who were not involved in Project Choice have asked the park and zoo for assistance in developing their own community service learning projects.

The Learner Web


Radio Station Capron Park
Capron Park Zoo
Draw blueprints/ models to scale of an exhibit designed for a specific animal.
Animal Acquisition
Write an advertisement to be read on the radio.
Exhibit Design
Capron Park Attleboro Public Library
Habitat
Create a game matching habitats and endangered species.
Endangered Species
What is your responsibilityto protect/ preserve wild animals & the environment needed for their survival?
Capron Park Attleboro Public Library
Capron Park Sun Chronicle
Careers in Conservation
Social Issues
Design /create poster on the need to preserve endangered species.
Capron Park Zoo Local Cable Company
Create a video on requirements for conservation careers to be aired on local television station.
Write a letter to the editor describing the causes/ solutions endangered species.

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LESSON PLAN Exhibit Design #1

Objective

Having traced the history of zoo exhibits from the 1700's to present day, the student will create a photographic essay to explain how historical events changed society's view of the role of zoos in the United States, and impacted the design of exhibits.

Learning Standards

History and Social Sciences

- Acquire the ability to frame questions that can be answered by historical study and research.
- Collect , evaluate, and employ information from primary and secondary sources, and apply it in oral and written presentations.

Geography

- Describe ways in which human activity has changed the world, such as transplanting animal and plant species.

English/ Language Arts

- Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.

Materials

- ☐ Rubric for Assessment
- ☐ Resources on zoos
- ☐ Poster board / markers. Large easel paper

Procedure

Part I

- Explain how science, technology, and institutions of many kinds have affected human capacity to alter the environment.
- Trace the history of exhibit designs in zoos from the 1700's to present day.
  Working in cooperative groups, the students reviewed available resources to gather information on three main questions: When, how, and why animals were first exhibited. Students list all works used to obtain their answer.
- The recorders of each group shared their findings with the rest of the class. Answers were recorded on large easel paper for the class to view.
- Post the question, "How did human needs and beliefs towards animals affect the exhibit designs of zoos throughout time?"
- Record human responses on easel sheet divided into three sections:
  Needs of humans / Type of Exhibit Design / Time Period

LESSON PLAN continued

Part II

- Create a photographic essay comparing and contrasting the exhibit designs of zoos.
- View photographs of zoo exhibits throughout history and respond to the questions below:

  Is there evidence of natural habitat?
  Does it appear large enough?
  Is it pleasing to the eye? Why? Why not?
  How could this exhibit be improved?
- Create a timeline of photographs of animal exhibits. Write the answers to the questions above in a paragraph describing each exhibit. Visit Capron Park Zoo. View different exhibits with the Education Coordinator and answer the same questions as above. Did the exhibit designs improve? Why? What organizations and laws exist to help protect wildlife? When were they created? Why?
- Compile your photographs and descriptive paragraphs regarding the photograph on a poster board, entitled, "The History of Zoos in the United States or Has Man's View of Wild Life Changed?"

Assessment

See rubric below.

Assessment: Rubric for Photographic Essay

Students' work samples were assessed using the Photographic Essay Rubric

4 – WOW

- At least 10 photographs of exhibits in zoos on poster board
- Photographs reflect the time period from the 1700's to present.
- Write a five sentence descriptive paragraph with a topic sentence transition words and a conclusion
- The visual presentation of the poster board:
  - Neat printing
  - Colorful

3 - GOT IT

- At least 8 photographs of exhibits in zoos on poster board
- Photographs reflect the time period from the 1900's to present.
- Write a five sentence descriptive paragraph with a topic sentence and a conclusion
- The visual presentation of the poster board:
  - Neat printing
  - Colorful

2 - NOT YET

- At least 5 photographs of exhibits in zoos on poster board
- Photographs reflect the time period from the 1960 to present.
- Write a five sentence descriptive paragraph with a topic sentence.
- The visual presentation of the poster board:
  - Neat printing
  - Colorful

1 - JUST GETTING THERE

- At least 5 photographs of exhibits in zoos on poster board
- Photographs reflect only a short span of time.
- Write a five sentence descriptive paragraph with a topic sentence.
- The visual presentation of the poster board:
  - Printing needs improvement

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LESSON PLAN Exhibit Design #2

Objective

Using results of their own research and information provided by the zoo staff, students will identify an animal that is appropriate for a particular habitat.

Learning Standards

Science and Technology

- Note and describe relevant details, patterns, relationships.
- Differentiate between questions that can be answered through direct investigation and those that cannot.

Technology

- Explore and illustrate possible solutions and from these propose one solution.
- Evaluate designs and develop measures of quality.

Mathematics

- Collect, organize, and describe data systematically.
- Make inferences and convincing arguments that are based on data analysis.

Materials

- ☐ Tape measures
- ☐ Clue sheet
- ☐ Exhibit design
- ☐ Field guides and animal reference materials.

Procedure

- Working in small groups the students explore the site of the proposed mystery animal exhibit, making note of special features of the site and measurements of the area. Students visit the off-exhibit holding area.
- Using the clue sheet, information gathered at the site, and the research materials provided, students work in small groups to formulate their conclusions on the identity of the mystery animal.
- Each group shares conclusions and the evidence that supports the group's conclusions.

Assessment

Students list the name of the mystery animal and the supporting evidence they collected.

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
History Research/Evidence/Point of View Students will acquire the ability to: • Frame questions that can be answered by historical study and research. • Collect, evaluate and employ information from primary and secondary sources. • Apply it in oral and written presentations.	Working in cooperative groups, the students reviewed available resources to gather information answering three main questions: when, how, and why were animals first exhibited. Students listed works they used to obtain answers.	Each group submitted notes containing information citing its sources on all three questions.
Geography **Standard 10:** Students will describe ways in which human activity has changed the world such as transplanting animal and plant species. They will explain how science, technology, and institutions of many kinds have affected human capacity to alter environments.	Students created a photographic essay comparing and contrasting the exhibit designs of zoos.	Student's work was assessed using a detailed rubric. See p. 3. WOW • 10 photographs • Time period reflects 1700-1990 • Descriptive paragraph • Conclusion • Use of color • Neat printing
Science and Technology INQUIRY **Standard 1:** • Note and describe relevant details, patterns, and relationships. • Apply personal experience and knowledge to make predictions. • Communicate ideas and questions.	Lead a discussion about jobs in the community.	Refer to Rubric for Survey & Discussion in Lesson Plan. Refer to Rubric for Survey & Discussion in Lesson Plan. Refer to Rubric for Survey & Discussion in Lesson Plan.
English/Language Arts **Standard 3**: Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.	Working in cooperative groups, the students reviewed available resources to gather information on three main questions: when, how, and why animals were first exhibited. Each group presented its findings to the class.	Oral Presentation. This activity was evaluated for both content and public speaking. Content: accurate (sources cited) Visual: displaying information Speaking: Voice/ eye contact/ using a visual.

LESSON PLAN Habitat

Objective

Having toured Capron Park Zoo students will record their observations of all living things, share their findings and discover the meaning of a niche.

Learning Standards

Science and Technology

- Note and describe relevant details, patterns, relationships.
- Apply personal experience and knowledge to make predictions.
- Communicate ideas, questions.

Life Sciences

- Present evidence that species depend on one another.
- Classify organisms according to the functions they serve in a food chain.

Mathematics

Patterns and Functions.

- Analyze functional relationships to explain how change in one quantity results in a change in another.

Materials

- ☐ Rubric for assessment
- ☐ Questions posted for discussion

Procedure

Part I

Lead a discussion about jobs in your community. Post the following questions and record the answers on easel paper:

- What jobs do they use?
- What resources do they use?
- What times do they work?
- What other professions are they dependent upon?
- What special skills or tools do they need?
- What professions do they compete and/or cooperate with?

Part II

Survey Capron Park Zoo to identify niches.

Working in small cooperative groups, have the students tour Capron Park Zoo and record the living things they see, including animals they do not see but expect to find living there. Be sure their lists include the names of plants, predators, prey, scavengers, and decomposers.

LESSON PLAN continued

Part III

Compare and Discuss Findings

- Compare group findings with the class. Have the class choose several items from the list, and use the questions above for these representatives.
- Introduce the word "niche" and explain that an animal or plant's niche is its role in the community (what it does for a living).
- Have the students identify niches which are overlapping and where there is competition or cooperation.
- Discuss how learning about niches could help us protect animals and plants.

Assessment

Rubric for Survey & Discussion.

Survey and Discussion Rubric

4 - WOW
At least 25 species on survey list.
Survey lists include plant, prey, predator, scavenger, and decomposer species.
Demonstrates clear understanding of the concept of niches.
Actively participates in discussion..

3 - GOT IT
At least 20 species on survey list.
Survey lists include plant, prey, predator, scavenger, and decomposer species.
Demonstrates clear understanding of the concept of niches.
Participates in discussions.

2 - NOT YET
At least 15 species on survey list.
Survey lists incomplete.
Vague understanding of the concept of niches.
Little participation in discussions.

1 - JUST GETTING THERE
At least 15 species on survey list.
Survey list incomplete.
Does not demonstrate clear understanding of the concept of niches.
Does not participate in discussions.

TIMELINE

September
- Contact community agencies
- Define expectations
- Schedule monthly field trips and guest speakers

October
- CSL & CPZ teacher training sessions
- Teachers developed units

November
- Introduction to students
- First unit rotation

December
- Teacher/student evaluations
- 2nd rotation of units

January
- Community Meeting at Capron Park Zoo. 3rd rotation

February
- Radio ads aired
- 4th rotation

March
- CPZ career interviews/ local cable
- 5th rotation of units

April
- Plans for "Zoo Day"
- 6th rotation of units

May
- Public Awareness Fair
- "Zoo Day" May 19 - 20th

June
- Student celebration

I learned about the different ways, besides its tusks, that the African Elephant was becoming endangered. Africa is developing by the minute and they need elephant's land.

Maria Coyne
Fifth Grade Student

Assessment

The students who participated in this community service-learning project were assessed in a variety of ways. In the initial stages of this project each child completed a pretest determining the child's science-related knowledge of endangered species, animal acquisition, and exhibit design as well as their experiences at Capron Park Zoo

Reflection journals began with the onset of the project. Students wrote daily entries to express their feelings about their CSL experience-its challenges, successes, and best moments-and to describe knowledge gained.

Rubrics were developed with the students to clarify the characteristics of quality products. Each mini-unit culminated in a performance assessment project, for example, a radio commercial about the zoo or a model of an exhibit design. In addition, the students assisted in creating a rubric to assess their general knowledge and behavior at their culminating activity, "Zoo Day."

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

☐ Cause and Effect

Read the following paragraph. Identify the cause and effects described within the paragraph and record them on a graphic organizer. Using your notes in the graphic organizer, write one paragraph in response to the question below.

Throughout the world over 600 animal and plant species that were once thriving are now threatened with extinction due to human activities. In tropical regions, ranchers, farmers and loggers have cleared nearly half of the original rainforest for human settlement. In addition, demands for fur coats, turtle shell and snakeskin accessories have caused illegal poaching activities to seriously threaten the existence of many species.

What is your responsibility to protect and preserve wild animals and the environment needed for their survival?

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Challenges	Solutions
The primary challenge to this project was the logistics involved in scheduling the monthly field trips and classroom guests connected with each of the six mini-units. During the course of the month-long unit the classroom teachers had to be flexible in the event the community partner needed to reschedule at the last minute. Adjusting to the work culture outside the academic arena established a greater need for flexibility and understanding.	Create a master schedule to record the date, time, and location of each guest speaker and field trip.
Clarifying the degree of commitment the classroom teacher was requesting from the outside agency was critical in creating first-time partnerships.	Write a letter to your partner outlining the specific needs of the project and how they could assist the teacher/students/ school in completing their goals.
The availability of teacher resources to match the topics like animal acquisition in the learner's web was limited.	The Capron Park Education Coordinator developed materials, conducted lessons, and located commercially created materials for the teachers.

Extending the Vision

Though the zoo has not yet achieved accreditation, the staff considers Project CHOICE a success. As a result of the students' work and the Zoo Day event, city residents are fully aware of the zoo's need to receive accreditation. Support from the community is an important requirement for accreditation, as are long-term, on-site programs and partnerships with local educational facilities. Several students who were involved in the project have shown an interest in volunteering at the zoo. These students have asked themselves the project's central web question, "What is our responsibility to protect/preserve wild animals and the environment needed for their survival?" and answered it by offering to donate their time to the community zoo.

Since 1994, the students of Brennan Middle School have continued to expand their knowledge about animals through their partnership with Capron Park Zoo. Students reinforced learning standards from the Massachusetts' English frameworks (requiring them to interview, research, organize ideas) as they created illustrated children's books on the animals at the zoo to share with the city's preschool population.

The partnership between Attleboro Public School Department and Capron Park Zoo continues to develop through their participation in an annual summer CSL workshop for teachers. At this workshop, the officials at Capron Park Zoo explain to teachers their purpose, their programs, and their needs. In the beginning of the new school year, the Capron Park Zoo officials are invited to participate in a "Know Your City" fair to inform the student body of Brennan Middle School who the agencies are, their purpose, and their needs. Following the fair, teachers and students adopt a project. This annual activity maintains the lines of communication with partners, providing a means for new ideas to develop, while allowing students to choose their project. The Education Coordinator of Capron Park Zoo continues to develop both academic year and summer programs to involve the community's youth in understanding the challenges facing animals in the modern world.

IN CONCLUSION: School's Role in the Community

This project, whose origin sprang from students' interest, received state-wide attention and introduced many residents and city employees to "community service-learning." The momentum of this project developed slowly since it was the initial project for all individuals concerned. However, it took on a life of its own as the year progressed.

The daily attendance of the fifth grade students ranged from 95 - 98 %. Students were excited about learning - they were focused on the topic of the guest speakers, raising their hands and listening intently. Field trips to Capron Park Zoo to gather research about the design of the exhibits, to utilize the library resources, or to discuss their projects with the Education Coordinator motivated the students. Students began to ask their teachers how to revise their work before meeting with zoo personnel. Some students requested additional reading materials to locate more precise information. Hence, these fifth graders were experiencing self-directed learning—many for the first time. The year was marked by increased enthusiasm, by student motivation and by students experiencing the excitement of learning.

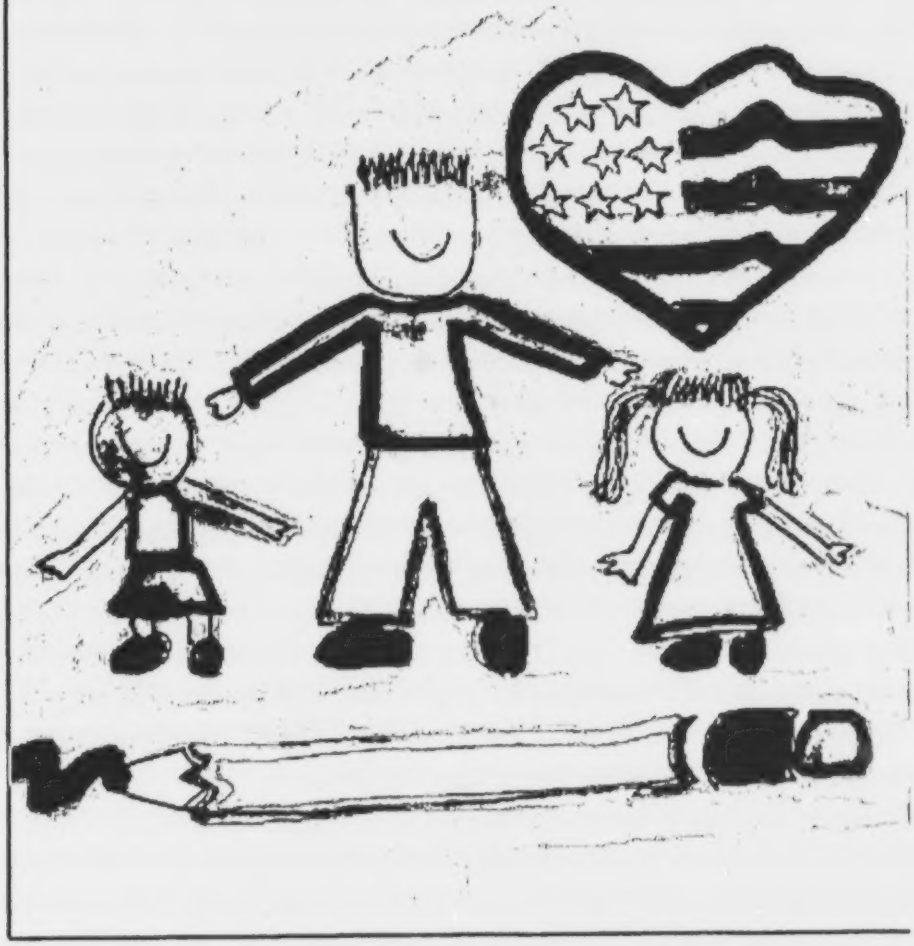
"Zoo Day" arrived and the students presented their knowledge of endangered animals, exhibit designs, and natural habitat through student-manned booths where visitors could play an accreditation game, a habitat game, or complete an endangered species puzzle. Over 1200 visitors completed evaluation forms citing the students' knowledge and the "great time" they had interacting with them. Capron Park Zoo concluded the project was a success—having raised residents awareness of the pending accreditation.

The *Boston Sunday Herald* "Meerkats and Fruit Bats and Sloth Bears - Oh My!" (May 7,1995) captured the essence of this community service learning project. In addition, an interview with the Education Coordinator and Project Choice Coordinator aired on Channel 6.

This project stimulated teachers' professional development. Teachers participated in workshops on community resources, flexible scheduling, cooperative planning, performance assessment and portfolios. There were many firsts in this project- the first time teachers developed, implemented and shared their curriculum activities; the first time teachers co-planned with a community agency on a long-term basis; the first time an outside agency acted as an evaluator for student work, and the first time the community participated in a community service learning project.

UNIT 10

Let Their Voices Be Heard



Tantasqua Regional Junior High School
Fiskdale, Massachusetts

Subject Area
Language Arts

Area of Service
Human Need

Grade Level
Middle School, Grade 7

Author of Project
Patricia M. Haggerty
email: phagger2@massed.net

In Brief

"Let Their Voices Be Heard", a Christa McAuliffe Fellowship Program sponsored by the Massachusetts Department of Education, promotes service-learning while providing the seventh graders at Tantasqua Junior High in Sturbridge an opportunity to develop their narrative writing skills by authoring the biography of a local veteran or senior citizen. This real-life writing project has expanded the walls of the classroom to include a local nursing home and a VA hospital and has enriched many lives.

Learner Outcomes

Students learn to:

- ☐ Utilize the writing process to transfer accounts of oral history to written documents;
- ☐ Increase recognition of local veterans, senior citizens, and town officials;
- ☐ Provide an avenue for student publication and community awareness; and
- ☐ Apply problem-solving strategies to real life situations.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts

- Language strand: 1, 3, 5
- Literature strand: 11
- Composition strand: 21, 22, 23
- Media strand: 26

Social Studies

- History strand: 1, 3, 4
- Civics and Government strand: 19

OVERVIEW

The Need

"Let Their Voices Be Heard" creates a magical connection between students and senior citizens who may be veterans from the nearby VA Hospital, residents of the local nursing homes or seniors participating in Council of Aging activities. The project fills the void of isolation and leads to changed perceptions among the two different generations. Through the process of the interviews and biographies, students bring a sense of honor and value to the lives of senior citizens. As one elderly gentleman noted, "This project has made me feel needed." Finally, doing oral histories promotes a sense of civic responsibility and enlivens the community's history.

We cherish our partnership with Tantasqua Junior High and we love to see the Tantasqua students.

Anne Murray,
VA Recreation Therapy Staff

A CLS Response

Prior to beginning the project, all stakeholders must first "come to the table." Stakeholders include members of the Activities Department of the nursing home, residents, teachers, and students. All involved parties meet to discuss how the project will be executed and what strategies to employ as the project progresses. This process acknowledges that equality and mutual respect are the building blocks necessary for a partnership to evolve between the school and the nursing home.

In preparation for "Let Their Voices Be Heard" classroom teachers set the stage. The students compile interview questions and interview a classmate. They write biographies of one another to serve as models for the assignment ahead. Next, they read short works and children's literature dealing with intergenerational issues. Classroom texts are used, as well as other resources. For example, the drama *Snow Flowers* by Amanda Gross is read from *Choices in Literature* (Prentice Hall, 1979). Children's picture books often carry an important message. So, books like Tomie dePaola's *Now One Foot, Now the Other*, and Farber's *How Does It Feel to Be Old?* are shared. After discussing these works, the students compile a new list of interview questions to share with the senior citizens or veterans.

Preparing students academically is reasonable when the classroom is the only place of learning. However, additional preparation is necessary once the walls of the classroom extend to include a nursing home or medical center visit. Discussions outlining the students' expectations include what to anticipate, what the facility is like, and a description of their biography partners. Making a list of the characteristics of aging often proves helpful. Students compile lists of characteristics of senior citizens and of early adolescents. These lists are set aside until after the first meeting. It is amazing what the students discover after the first visit. Students' journal entries indicate they are reflecting on the legitimacy of stereotypes.

Considering the uniqueness of interacting with veterans, students and their partners brainstorm possible topics of interest such as patriotism and follow up by researching the issues. Books like *The Wall* by Eve Bunting are read. Copies of *Veterans' Voices*, a veteran's publication, are also discussed. The importance of conducting a sensitive interview is emphasized. Finally, in response to pre-interview anxieties, students role-play their interviews with classmates.

I interviewed a woman named Beatrice May Young. . . . I liked listening to her tell her thoughts and memories. I believe that memories are the last thing to go, the last bit of magic that we have kept with us throughout all the years of our existence.

Excerpt from the biography of Beatrice May Young by Caitlin Sporborg

Masonic Home residents and middle school students share biographies.

Service Component

When the project first began, it was known as the "Biography Project." As it unfolded, however, many other layers to the service component added richness and depth. It quickly became a project that empowered the voices of both the students and the senior citizens. After hearing his biography read at a celebration, one of the veterans coined the new title for the project. He looked out at the students assembled in the recreation room and said: "I want to thank you for letting our voices be heard."

In addition to presenting biographies to families of the senior partners, student biographies have been placed in the libraries of the various senior facilities in the community. Some have even found their way into the local town newspapers.

Celebration

The second phase of the project involves putting the finished biographies in a booklet assembled by the students. As a culminating activity, all the stakeholders in the project share in a celebration. The students visit the facility for a second time and read the biographies to the group, while their partners look on with admiration.

OUTCOMES

Academic Gains

Students gain knowledge in the process of interviewing throughout this project. For some students, this is their first venture with interviewing. They discover that it is a valuable skill, and one that is not really threatening. In addition, students share various forms of literature to gain an understanding of an intergenerational theme or a veteran's theme. Utilizing the writing process, students complete the biographies and discover the value of an authentic audience. Since they are invested in the project, the quality of their writing improves.

For many students, their over-all rubric scores are higher when writing the senior citizen biographies than when writing the peer biographies. (This practitioner saw 62% of her students' scores increase with the senior citizen biographies during one year of this project). Through the integration of technology, students publish their revised and edited biographies on the computer. Finally, they experience a collaborative effort as they compile the booklets that they will present to the interviewees.

Societal Gains

Students become aware of the commonalities they share with senior citizens and/or veterans. They learn to respect these individuals and value them as members of a broader community. Through the biographies the students affirm their interviewees' lives and honor the voices of their partners. The biographies also open the door for further activities between the students and their partners. "Let Their Voices Be Heard" helps break down the stereotypes that students have of the elderly, and also breaks down the stereotypes that the elderly have of students. One student titled the biography that he wrote, "A Day with a Friend." That says it all.

Community Partners

The seventh grade students at Tantasqua Junior High share a common vision with the residents of Quaboag on the Common and the Northhampton VA. Through the support and the collaboration of these institutions a partnership between the youth and the veterans of the area develops. This intergenerational unit focused on two area partnerships, providing the students an opportunity to write a biography of either a senior citizen or veteran. The Recreation Therapy Department at the VA and the Activities Department at the nursing home provided assistance in establishing this project in the facilities.

To establish community partnerships it is essential to include all the involved parties in the initial planning. As the project develops keep the lines of communication between partners open through regular updates. Displaying mutual respect and understanding for all parties models for our youth a life-long skill: how to live with other people.

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
English/Language Arts		
LANGUAGE STRAND		
Students will use agreed-upon rules for informal and formal discussions in small and large groups.	Working in cooperative groups the students will discuss books having an intergenerational theme.	Final scoring of biographies (rubric).
Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.	Students will read the biographies at a special celebration for all the stakeholders.	Rubric for oral presentations.
Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.	Students will engage in peer conference and group conference when rough drafts are completed. Self-editing and peer-editing follow.	Self-assessment and peer assessment.
LITERATURE STRAND		
Students will identify, analyze, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.	Working in cooperative groups the students complete "Learning from another Generation".	Self-assessment and peer assessment.
COMPOSITION STRAND		
Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice in their compositions after revising them.	Process writing of biographies.	Refer to scoring rubric for theme.
Students will use knowledge of standard English conventions to edit their writing.	Students will use notes from interviews to write the biographies.	Use of analytic scoring rubric.
Students will use self-generated questions, note-taking, summarizing, precise writing, and outlining to enhance learning when reading or writing.		

LESSON PLAN Literature Connection

Objective

- To understand theme in literature
- To work effectively in cooperative groups

Learning Standards

English/Language Arts Framework: Literature Strand, Standard 11. Students will identify, analyze, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.

Materials

Intergenerational literature (see addendum for Bibliography)

Rubrics for students to view in order to understand criteria of assignment

"Learning from Another Generation" group activity sheet.

Procedure

- Students work in their cooperative groupings (usually teacher selected for balance).
- Reporter from group reads responses.
- Class continues with general discussion.
- Students review the directions on the group activity sheet "Learning from Another Generation."

Assessment

Performance rubric for evaluating paper.

Behavior rubric for assessing group interaction.

TIMELINE

The following is a brief overview of the project in hopes that any teacher could adapt the activity to his/her classroom. All the steps may be implemented or the teacher can select the desired steps.

Week one

Students discuss interview techniques and compile possible questions to ask a student partner.

Students pair up and interview a fellow classmate.

Students spend the next three class periods writing the biographies of their classmates.

Week two

Students read short stories and children's literature dealing with intergenerational issues.

Students work together to compile a list of interview questions to ask senior citizens.

Week three

Students "get prepped" for a nursing home visit, or a visit to the VA, or an interview.

Students visit senior citizens at a local nursing home and spend time (about 1 hour) with their senior partner. Students, teacher and nursing home staff have a debriefing before students leave the nursing home.

The next day, students write a ten minute reflection on their nursing home visit.

Assessment

I think that this project helped me learn more about our elders. They know more than we think!

Neal Casaubon, Student

This six-week unit, focused on oral and written communication, utilized rubrics to guide the students in the completion of their performance and authentic assessment pieces. During the process of gathering data for the biographies, students interviewed their partners, demonstrating their ability to communicate by asking questions in such a manner as to receive the specific information needed for their report. Using the writing rubrics and listing the descriptors matching each degree of achievement, students developed their writing skills. The final product, a performance assessment, was a book containing all the biographies written.

Throughout this project students are engaged in on-going reflection to assist themselves in processing their learning. Immediately following the interviews, a debriefing session is held to sift through all students' thoughts. A ten-minute freewriting exercise serves as a springboard for students to discuss issues concerning the elderly. At the end of the project, each student completes a reflection based on some directed questions (see below). This helps with the "so what?"/"now what?" questioning of the classroom activity. The reflection component of the project is an integral part of the process. This short unit involved a variety of assessments which allowed the students to demonstrate not only their skill development, but also the development in understanding human relationships.

BIOGRAPHY PROJECT REFLECTION

1. What are some of your thoughts on the project now that it is completed?
2. Do you feel the project was successful? Why?
3. What were some of the good things about the project?
4. What skills were reinforced, or did you learn, by the project?
5. What kinds of things could be done to improve the project in the future?

TIMELINE

Week four

Students follow same procedure as in peer biographies; they spend three days writing biographies of their senior citizen partners. If the biographies are to be used as an assessment tool, there should be no teacher intervention. The students may conference with a peer, however.

After writing the biographies, the students write notes to their senior partners thanking them for the visit.

Week five

Teacher uses rubric (Analytic Scoring Rubric) to score senior citizen biographies.

The same rubric may have been previously used to score the peer biographies several weeks earlier.

The teacher may wish to compare the scores of both biographies.

Week six

Everyone involved in the project shares in a celebration at the nursing home (or veterans' home or the school).

Students sit with their partner and read the biographies. Everyone chats and enjoys refreshments. Pictures are taken and hugs are numerous.

End of term: Students complete an end of term evaluation.

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

☐ Compare / Contrast

Write a thoughtful response to the following question. Consider it a service learning reflection piece:

Different cultures treat their elderly in different ways. For example, the Chinese culture views their elderly as great sources of wisdom. (Part a.) How do you think the American people view their elderly? Why do you think so? Give reasons for whatever you say; draw from your experiences. (Part b.) Develop a "community plan" that would either maintain the value we place on our elderly or improve it.

Challenges

Organizing students' instructional time effectively is a recurring challenge for all classroom teachers. This standard-based unit is designed to take place over the course of six weeks.

Logistics are a concern when implementing service learning methodology in the classroom. Who is responsible for various tasks? How many students can visit one facility? How many facilities will be partners? Where are the partners located? How are students getting to the location? Transportation and time schedules are major concerns for the teacher.

Communication with community partners throughout the duration of a project to maintain a common vision and solve the unpredictable issues that arise is critical to the success of the project.

Solutions

Teachers often find themselves in need of more time. By eliminating certain facets of the program, this six week unit can be condensed. For example, the literature connections could be shortened or eliminated if a teacher desired. There are many options.

At Tantasqua Junior High, this project has been done with one class (usually 20-25 students). It is easier to match up twenty-five students with partners, than to find partners for a whole team of one hundred students. One way to include more students would be to put groups of students with one senior citizen or veteran partner. In that way, the biography project becomes a group project. The writing becomes a collaborative effort.

Ongoing communication between community partners fortifies the working relationship between the school personnel and the partner. Any combination of communication such as memos, phone calls, e-mail or meetings could be incorporated into a predetermined plan between partners for reporting the progress of the projects.

Extending the Vision

Tantasqua School District and its affiliates have been working on reversing the stereotypes that separate different generations and different groups of people. The community values the school's mission of bringing honor to people's lives through biography writing. We must always strive to let the "voices be heard."

Tantasqua Junior High continues to have a strong affiliation with Quaboag on the Common and the Northampton VA. As a result of "Let Their Voices Be Heard," additional projects have been included in the activities calendar for both facilities. Students, teachers, staff, and residents are working together to strengthen their relationship and broaden the students' experiences.

IN CONCLUSION: School's Role in the Community

"Let The Voices Be Heard" is a community service-learning unit that proves to be more than a means to improving written and oral communication. Through the students' reflections and the teacher's observations throughout the project three major changes were observed:

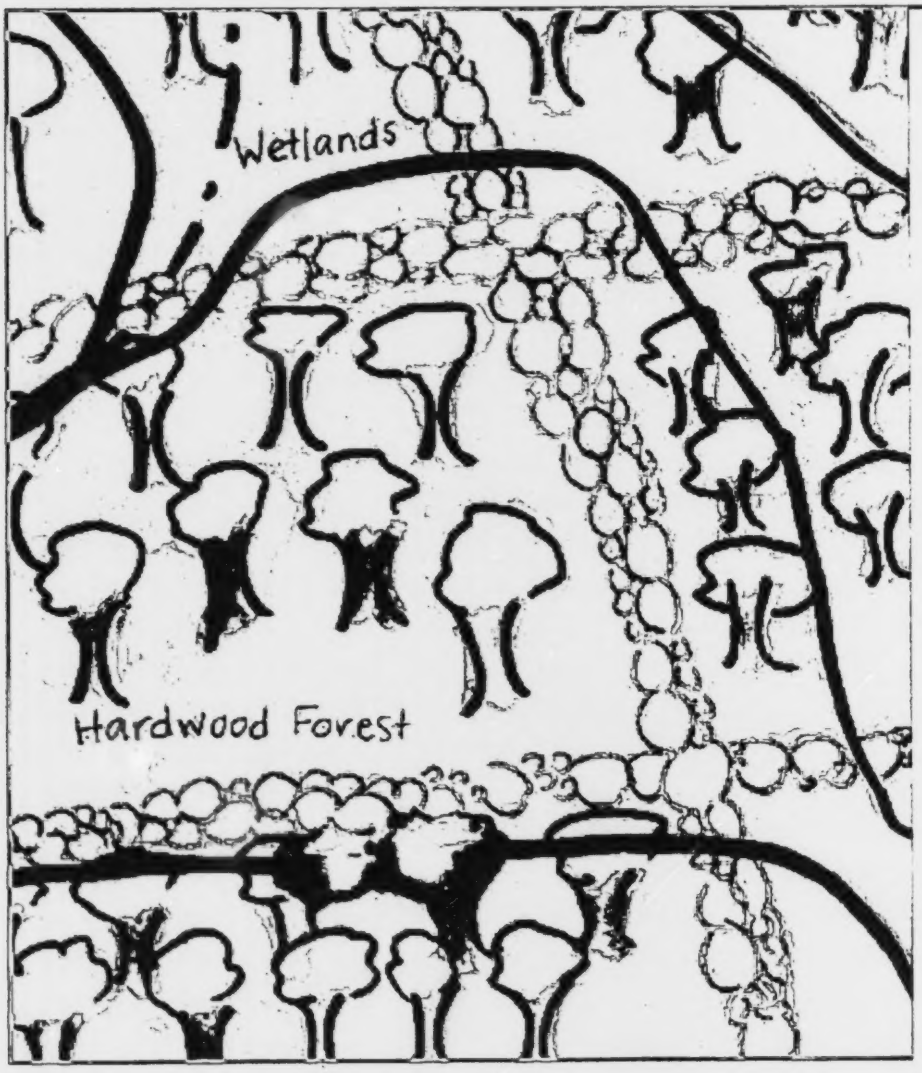
1) Students exhibited a true enthusiasm for writing and for the project.

2) The quality of the senior citizen and veteran biographies showed tremendous growth in the development of the students' skills. Sixty-two percent of the class participants scored significantly higher on the rubric scores, and their letter grade scores were all A's and B's.

3) Students demonstrated a positive work ethic.

UNIT 11

Nature Trail



Acton/Boxborough Regional High School

Subject Area
Biology

Area of Service
- Environmental
- Educational

Grade Level 7-12

Author of Project
Brian Dempsey
email: brian_dempsey @mail.ab.mec.edu

Unit Contributors
Jim Maloney, Priscilla Kotyk, Sonja Washburn, Jim Chase, Marcia Fitzgerald, Sue Carey, Mark Toporoff, Helen Bowdoin, Tom Tidman

In Brief

A school nature trail can broaden a student's experience from the printed page to the living world. Encouraging children to study local ecology and relate it to larger themes learned in class provides an excellent format for ultimately developing interdisciplinary curriculum across grades. Such collaboration fosters continuity within a school system and enables students to apply skills and knowledge from different disciplines to solving new challenges. The community service-learning project described here presents ways for students to uncover the natural and cultural history of their town. To facilitate this effort, several of us at Acton-Boxborough Regional High School have developed a website that teachers and students are encouraged to use and help create.

We believe this website will act as a bridge between all the schools in the district and the community. In order to realize this grand vision the teachers and students must make the website their own. AB (Acton/Boxborough) NatureNet is designed to be a backdrop on which students and teachers can paint.

Learner Outcomes

Students learn to:

- ☐ Examine how the ecology of New England has been shaped by humans over time;
- ☐ Apply drawing techniques to record observations of an organism on the nature trail;
- ☐ Study and research an organism from the nature trail and post information on school's website;
- ☐ Share information on local ecology with students from different grade levels within school system; and
- ☐ Compare New England habitats and environmental concerns with those found in other areas of the world through active dialogue over the World Wide Web.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts

- ▫ Language strand: 1, 2, 3, 4, 5, 6
- ▫ Literature strand: 9, 10, 11, 12, 13, 14, 18
- ▫ Composition strand: 19, 20, 21, 24, 25

Science and Technology

- ▫ Inquiry strand: 1
- ▫ Domains of Science strand: 2
- ▫ Technology strand: 3

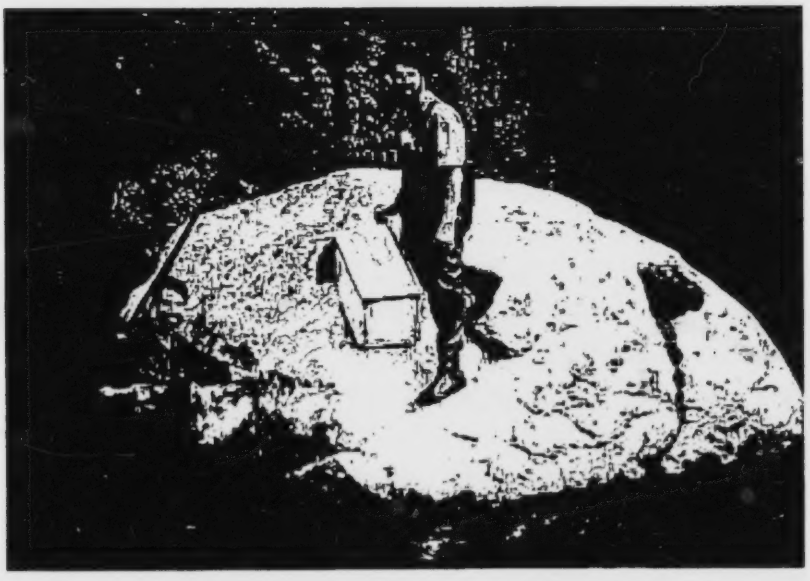
OVERVIEW

The Need

Too often in biology, as well as other disciplines, information is presented as discrete facts that one studies before moving on to the next topic. Most students swallow this information whole without critically digesting and synthesizing it. However, when students study their own local environment in conjunction with the standard curriculum, they become interested in learning what may have been abstract and irrelevant biological concepts. The service-learning project presented below outlines ways teachers and their students can use a nature trail to make learning relevant and memorable.

A CSL Response

Over the past three years students and staff have worked to develop lessons and resources which enable students to learn about biology by using the school's nature trail. We start this process in September with a plant project called Natives, Aliens and Invaders. The goal of this project is to familiarize students with native and alien flora and help them understand the natural history of New England. Later in the spring we return outside to study ecological relationships, such as succession, predator-prey interactions and symbiosis. Since plants form the base of most food webs, a familiarity with local plants helps students construct more advanced biological interactions. In order to carefully observe and study ecological relationships outside, students use their drawing skills to record detailed information about plants, invertebrates and other creatures that can be easily studied in the field and in the lab. My hope is to create a database for students to download information about local wildlife they study outside and interpret ecological patterns, comparing drawings and statistical data collected by students from year to year.



The idea was to promote an awareness and a use of the natural areas around us . . . and to promote an inter-disciplinary use.

Brian Dempsey and
Jim Maloney,
high school
Earth Science teachers

Service Component

The overall goal of this whole effort was to get elementary, junior high and high school teachers together to connect curriculum to the study of what is around us in our local environment.

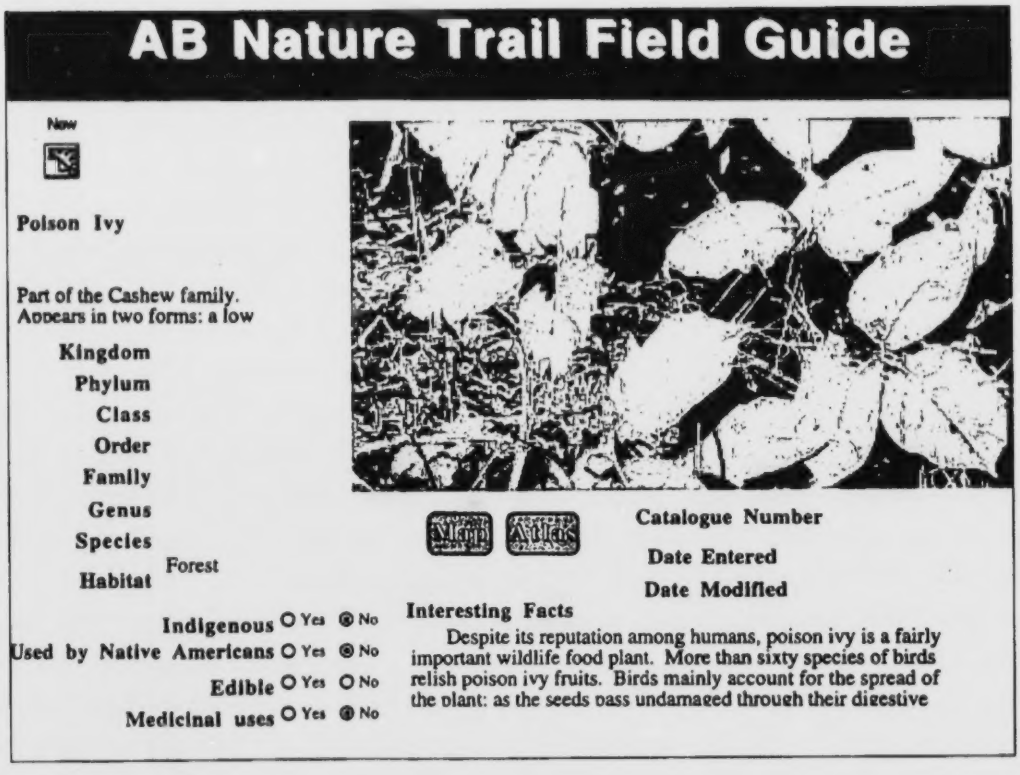
Brian Dempsey, high school Biology teacher

Thirty high school freshman worked with 50 second graders from nearby elementary schools to tour the nature trail and learn about specific habitats in each area. The high school students teamed-up in small groups and prepared hands-on demonstrations for the younger children. This event marked the first time high school and elementary students collaborated using the nature trail.

The following year, five students volunteered to write, film and edit a nature video. A woman from a local cable TV station helped train the students in camera use and editing while I assisted them with their research. Most of the films focused on the ecology of the pond, located on the nature trail. In addition, students are developing a Field Guide to be posted on the website (see below).

Celebration

In the spring, teachers from the high school science department meet with teachers from the junior high and elementary schools to create a "NatureFest" in the hope of developing partnerships between teachers and community members that would focus on creating interdisciplinary curriculum centered around the nature trail. The week-long set of activities involve a high school art teacher, an earth science teacher from the high school, an ecologist from Acton, two elementary teachers, a computer specialist, and a junior high school science teacher. Students ranging in age from seven to sixteen participate in the events.


AB Nature Trail Field Guide
Now
Poison Ivy
Part of the Cashew family.
Appears in two forms: a low
Kingdom
Phylum
Class
Order
Family
Genus
Species
Habitat
Forest
Indigenous O Yes ◉ No
Used by Native Americans O Yes ◉ No
Edible O Yes O No
Medicinal uses O Yes ◉ No
Map
Atlas
Catalogue Number
Date Entered
Date Modified
Interesting Facts
Despite its reputation among humans, poison ivy is a fairly important wildlife food plant. More than sixty species of birds relish poison ivy fruits. Birds mainly account for the spread of the plant: as the seeds pass undamaged through their digestive

OUTCOMES

Academic Gains

The nature trail helps students develop academic and observational skills (a primary step in scientific studies) by carefully drawing plants on nature trail, using sampling techniques and data processing to analyze ecological zones, and researching ecological principles of nature trail via library and internet.

Societal Gains

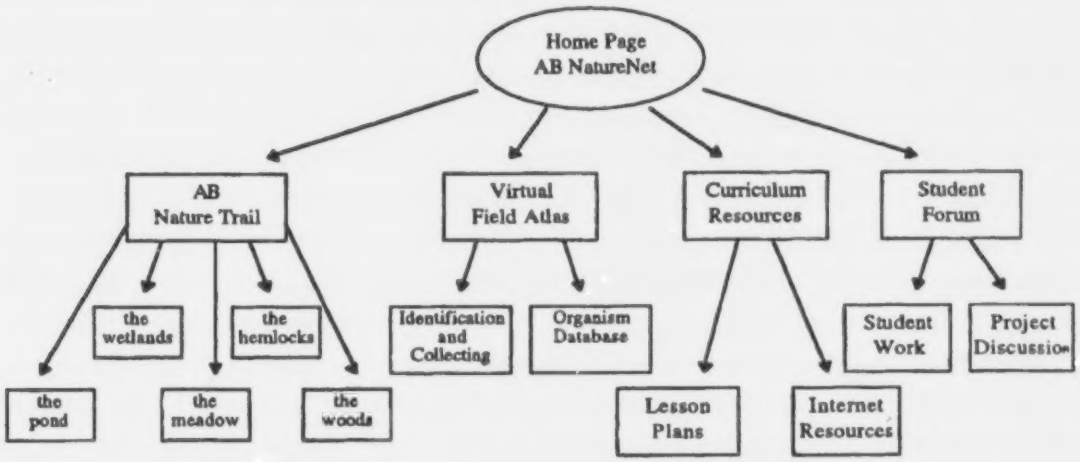
With each new year, students and teachers build on the NatureNet website and they see their own work posted in the Virtual Field Atlas. Residents of the community can watch nature videos created by students on the local cable TV station.

Community Partners

Over the course of three years, this project has expanded in scope and community partners. Students identified who the stakeholders in the community were and invited them to participate in defining solutions to providing safe transportation to all students in the school system. These include:

- Cable TV station
- Town Conservationist

Flow Chart of Website



* Courtesy of Jim Maloney

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TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
DOMAINS OF SCIENCE: Life Science		
CHARACTERISTICS OF ORGANISMS		
Standard: Compare and contrast the cell boundaries that control what can enter and leave the cell. Realize that in all but quite primitive cells, a complex network of proteins provides organization and shape.	Use aquaria and terraria to observe bacterial and protist cells. This helps gives context to where these microscopic organisms are found naturally. Compare and contrast these to plant and animal cells to observe structural differences and similarities.	Rubric used to evaluate a poster diagramming possible ecological relationships such as predator/prey and symbiosis.
Standard: Give evidence that all organic molecules are constructed of four fundamental elements, i.e., carbon, hydrogen, oxygen and nitrogen.	In the spring, collect the sap from a maple tree and discuss how maple syrup is evidence of the products of photosynthesis.	Lab Practical: Explain how a container of maple syrup relates to photosynthesis and transportation of plant material.
	Test nitrate and ammonia levels in aquarium over a period of weeks and write a lab report on the findings.	Accuracy of students' lab reports.
	Compare the clover in an area that has and has not been fertilized.	Write an essay on the role bacteria plays in the nitrogen cycle.
EVOLUTION OF LIFE		
Standard: Describe ways in which generic variation is preserved or eliminated from a population through natural selections.	Collect three indigenous and three non-indigenous plants from the nature trail. Research their historical uses, habitat, genus/specie classification and impact on the nature environment.	Rubric that measures the quality of students' specimens and accuracy of their research.

I think it is very good involving elementary school students with high school students. It is beneficial to both sides.

Oliver Garrison,
freshman,
Earth Science student

Students building birdhouses for the Nature Trail.

LESSON PLAN Studying Plants to Understand History of the Land

Objective

Familiarize students with the natural history of their surroundings through plant collecting, identification and research. By researching how people have used the plants for various purposes for millennia and how many plants are newcomers to the area, students will learn that their environment has secrets to tell if they learn to recognize the identity of plants in their neighborhood.

Learning Standards

Science & Technology

Domains of Science Strand 2
Matter and Energy in Ecosystems

Explore and illustrate why carbon compounds produced by plants (carbohydrates and oils) are the primary source of energy for all animal life. Describe the role of plants as a principal source of nutrients (including amino acids) to consumers and decomposers.

Materials

- Stacks of newspaper
- Books on plant identification and lore
- An area to collect plants
- Camera
- Colored pencils and paper

Procedure

Part 1

Write a summary of New England's ecology:

Research how the landscape of New England has changed since 1600 AD and write a 1-2 page description of those changes. Next, go to the school and town library to research the six plants you collected. Describe the background of each plant—its history, medicinal use, and any other interesting facts. Is it indigenous, alien or an invader? What is its scientific name, habitat, geographic range, and how can it be identified?

Part 2

Collect three indigenous and alien or invader plants.

Unmowed lawns, roadsides, parks and wood lots are all great places to search for your plants. If the plant is small, remove as much of the intact plant as you can (leaves, stem, roots and flowers—if blooming). If it is a tree you are after, take off a leaf and then make a bark rubbing, by laying a piece of paper against the bark of the tree and rubbing a crayon over it. This will give you a pattern of the bark (each species of tree has a unique bark pattern). And remember, DON'T COLLECT POISON IVY!

After you have your leaves and small plants, dry and flatten them between pages of the newspaper by placing a heavy book on top for a few days. Later, remove the flat, dry leaves and neatly glue each to a piece of paper. Do not remove plants from plant press if moist. They will rot! Careful collecting cattails, they rot easily and need additional time to dry.

LESSON PLAN continued

Part 3

Research and write about each collected plant. For each plant you collected, describe its:

- common name
- scientific name
- status as either indigenous, alien, or an invader
- background - history, uses, trivia
- appearance before it was collected through photos or drawings

Assessment

Assessment: Students' projects were assessed using the rubric, Grading Criteria for *Natives, Aliens & Invader Plant Project* (see Addendum).

LESSON PLAN Organism Documentation

Objective

Study an organism from the school's nature trail over several months to learn about its life-cycle, habitat, adaptations, and behavior. Students record this information using photography, detailed sketches, and written journals. This information is posted on the school's website so other students can reference it as a digital field guide.

Learning Standard

Science and Technology

Domains of Science Strand 2
Evolution of Life

Describe ways in which genetic variation is preserved or eliminated from a population through natural selection. Students might cite examples in which chance alone can result in the persistence of some heritable characteristics that have no survival or reproductive advantage or disadvantage for the organism. Students might examine ways that when an environment changes, the survival value of some inherited characteristics may change.

Materials

- ☐ Microscopes
- ☐ Plant presses
- ☐ Zip-lock freezer bags
- ☐ Insect "pooters"
- ☐ Binoculars and butterfly nets
- ☐ Plastic jars and small canisters
- ☐ Microbe "catchers"
- ☐ Insect "pooters," listening devices and recorders

LESSON PLAN continued

Procedure

A. Collecting Microbes (Bacteria and Protists)

Small, microscopic organisms are easy to collect and can be viewed under a microscope. Virtually every surface is covered with them but some of the best places to look are in soil, leaf litter, rotting logs, moss, grass, and pond scum. If the sample is spongy (rotting logs, moss, and the like), then squeeze out the microbe-rich water onto a microscope slide, put a cover slip over it and view it under low magnification. Move the microscope slide back and forth slowly while you look for life. Switch to higher power to examine microbes close-up.

Bacteria can also be examined by using a sterile Q-tip, rubbing it against a microbe-rich sample, and brushing the surface of an agar-filled petri dish. Incubate the bacteria for one day and observe the colonies.

Protists, such as amoebae and paramecia, can be videotaped using a microscope, T.V. camera, a VCR and a television monitor. Put a drop of microbe-rich water on a microscope slide, place a cover slip over it, and view using a microscope. Attach the T.V. camera to the microscope and connect the cables to the television monitor and VCR. Record what you see with a VCR tape.

B. Collecting Fungi

Fungi, such as yeast, mold, mushrooms and lichen (a symbiotic partner) are easy to find and collect because they are so abundant. Rotting logs, bark, plant leaves and lichen-covered, rock surfaces are great places to look. Spore prints can be made from mushrooms by removing their caps and putting them face-down on a piece of paper for one day. The print design left by the spores is helpful in identifying the mushroom.

C. Collecting Plants

Woods, meadows, and marshes all contain a variety of plants which range in size from trees to herbs. If the plant you are collecting is small, remove as much of the intact plant as you can (leaves, stem, roots and flowers—if blooming). If it is a tree you are after, take off a leaf and then make a bark rubbing, by laying a piece of paper against the bark of a tree and rubbing a crayon over it. This will give you a pattern of the bark species (each species of tree has a unique bark pattern). And remember, DON'T COLLECT POISON IVY —only draw it please.

After you have your leaves and small plants, dry and flatten them in a plant press for a few days. Later, remove the flat, dry leaves and neatly glue each (rubber cement works best) to a piece of paper.

D. Collecting Animals

Large to mid-sized animals such as squirrel, and crows cannot be collected. However, if they produce sounds which characterize their species, they can be recorded on cassette tape. Use a tape recorder or a more sophisticated listening device to record their love songs, warnings, and other social calls. Smaller animals, such as insects and worms can be brought back to the lab and studied under a dissecting scope.

Assessment

Students hand in reports describing their organism using excerpts from their journals and information they researched from the library. In addition, selected sketches and photographs accompany their report. Students are graded for accuracy, detail and thoroughness and use teacher comments as feedback to make any necessary changes. All information is ultimately uploaded onto the virtual field guide on the school's website and graded for completeness.

Assessment

Volunteers work with a cable TV station representative to create a nature video. Videos are broadcast to the community and discussed with biology classes. These extra credit projects are graded for effort and completeness.

Throughout the school year, students keep journals documenting changes that take place in one cubic meter of the nature trail. They monitor how life adapts to changes over the seasons and take samples back to class to observe under the microscope. At the end of the year students work in small groups to compare and contrast their sites and seek explanations for the similarities and differences. Groups present this information to the class and are assessed for clarity and thoroughness.

Biology 1999 Mr. Dempsey

A-B Nature Trail Projects

Grading Criteria

I. Cubic Meter Journal
---> Must include the following to earn maximum points (✓+, ✓, ✓-)
- Ground study viewed from above w/ notes & sketches
- Ground study viewed from side w/ notes & sketches
- Dates when information was recorded

II. Organism Documentation (worth 10% of your term 4 grade)

Items:	Points:
• Color drawing of organism using drawing techniques (contour, negative space, use of color, etc.) Must draw from life or from your own photos/notes/video of organism.	50
• Taxonomic information	20
• General title	5
• Physical description	5
• Habitat	5
• Research one of the following: (Indigenous, used by Native Americans, edible, medicinal uses)	5
• Interesting facts (may be based on your own studies/observations)	5
• Researcher photo (yours- get permission slip signed by parent)	5

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

Purple loosestrife is an alien plant that has become an invader. Explain why invaders such as purple loosestrife are viewed as disruptive to indigenous plants living in the same habitat.

Challenges	Solutions
Encourage teachers and students from different grades and disciplines to use the Nature Trail.	Organize an annual festivity each spring inviting students and teachers from throughout school system to display their work and take part in activities.
Avoid a "hit and run" teaching approach to having students briefly use the nature trail but not follow it up with more meaningful, long term uses that are integrated into curriculum.	Use Massachusetts Frameworks and MCAS guidelines to develop curriculum that utilizes the nature trail.
Observe animal life in the context of their habitats throughout school year, even in colder months.	Students collect aquatic and terrestrial life to assemble aquariums and curriculum that utilizes the nature trail.

TIMELINE

September
Introduce local ecology using Natives, Aliens & Invaders project

Build aquariums and terrariums which house life from nature trail

October
Begin nature journals and organism documentation

Meet with cable TV representative to begin nature documentaries

November
Visit Garden in the Woods and Drumlin Farms to learn about local flora and fauna

December
Monitor and record ecological succession of micro-life in aquariums and terrariums

January
Introduce botanical drawing unit

February
Review organism documentation research

March
Drawing of organism due. Enter data on organism into website advisory.

April
Make field surveys

May
High school students lead a tour of nature trail with elementary students

June
Compare and analyze biomes from other areas of world

Extending the Vision

The nature trail project is a great example that involves different ages, high school students, elementary kids, and adults, and different disciplines, science, technology, and gets students involved in something they can see, which brings learning to life.

Kay Steeves
(student/faculty
support coordinator)

In our community, there exists great potential for developing partnerships for using the school's nature trail. First, the town has several conservation areas which students could study and make brochures highlighting each site's natural history. Second, we have a small science museum in town at which students could volunteer to help develop exhibits and give presentations on themes related to local ecology. Third, students could work in the local arboretum and document and study speciesin habitats not found on the nature trail at school. A field guide will be presented to the arboretum for the community to use.

Our larger vision for the trail is to organize an advisory committee of local naturalists, historians, scientists, town planners and others to help teachers and students solve problems and find new uses for the trail. In addition, this year we plan to bring together a team of high school students with expertise in web design to help create new web pages and manage the network. Finally, we would like to see the nature trail become the central wheel of curriculum for K-12 students. Currently, this emphasis is on biology and earth science but we hope that this model of connecting what is learned in the classroom to the natural and cultural environment will be linked to other disciplines.

IN CONCLUSION

The Acton-Boxborough Nature Trail and accompanying website are still in their infancy yet already teachers from different grades and disciplines, students of a wide range of academic pursuits and community members have become involved in their development. The NatureFest Celebration brought together teachers and students from the high school in biology, earth science and art, in addition to pupils and staff from the junior high school and elementary schools.

We have succeeded in laying the foundation for using the trail by creating a website which enables students to study the trail in depth. Last summer, students who traditionally have struggled academically were part of a program that focused on real-life problem solving. The students added to the virtual field atlas by scanning-in photos and enhancing the visual effect of the web site. The year before, honors students from a biology class at the high school developed activities to use with second graders from two nearby elementary schools.

This was a positive educational experience for all as described in the town and school newspapers. Overall, the nature trail project has become an educational "town common" where teachers and students, with a wide range of backgrounds, have met to expand on what traditionally had been taught indoors.

UNIT 12

American Dream Quilt

Sharon High School
Sharon, Massachusetts

Subject Area
Language Arts

Area of Service
Educational

Grade Level
Eleventh

Author of Project
Linda Kay

Designers of Project
Jean Conley, Sandra Dennis

e-mail
linda_kay@sharon.k12.ma.us

In Brief

Sharon High School's American Dream Quilt is a CSL project in its sixth year. After months of reading, interviewing, writing journals, and reflecting, students create quilt squares that capture the essence of their heritage and serve as a "snapshot" of who they are at this moment in time. The sharing of their stories, the visits to other classrooms and schools, and especially the community celebration at the end of the year, ensure that this project is one of their most memorable high school experiences.

Learner Outcomes

Students learn to:

- ☐ Be active listeners, readers, and learners through interviews, readings, speeches, and discussions;
- ☐ Understand the importance of family and to understand the many layers of American society through a study of literature and family; and
- ☐ Conceptualize diverse elements into a comprehensive work of art.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts:

- ▫ Language strand: 1, 2, 3, 6, 7
- ▫ Literature strand: 8, 9, 10, 11, 13, 15, 16,
- ▫ Composition strand: 19, 20, 21, 22, 23, 25
- ▫ Media strand: 26, 27, 28

OVERVIEW

The actual creation of Sharon High School's American Dream Quilt, a CSL project in its sixth year, occurs after two months of preparational activities. Students learn how to interview family members, to compose extensive journals including reflection pieces, and to assimilate and apply themes from the literature to the experiences of their own families. Ultimately students create a tangible, well orchestrated piece of personalized Americana by designing their own unique quilt squares.

The American Dream Quilt has grown from a small classroom multilevel project to a valued multicultural, community-wide celebration of shared values, visions, and dreams.

Lindo Kay, Teacher

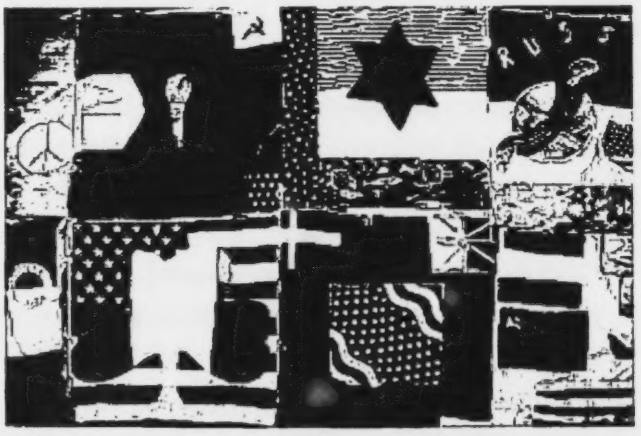
The Need

Initially the quilt project was created by two teachers, Jean Conley and Sandra Dennis, to address the diverse learning styles of a newly created multilevel junior English course. Students learned to appreciate the varying talents of classmates not always apparent in traditional educational practices. Students with stronger artistic intelligences helped fellow classmates; students with mathematical strengths helped with measurement and technical aspects of the project; students who enjoy public speaking helped the more timid of the class become comfortable. The class grew together as a unified team with the quilt as a source of personal recognition and group pride.

The American Dream Quilt is more than a work of art comprised of individual quilt squares sewn together for one year. Originally a multilevel project, the importance of this initiative has been recognized and now all eleventh grade English teachers have elected to include the quilt project in their classrooms, increasing collegiality among teachers and creating a larger sense of unity in the student body.

A CSL Response

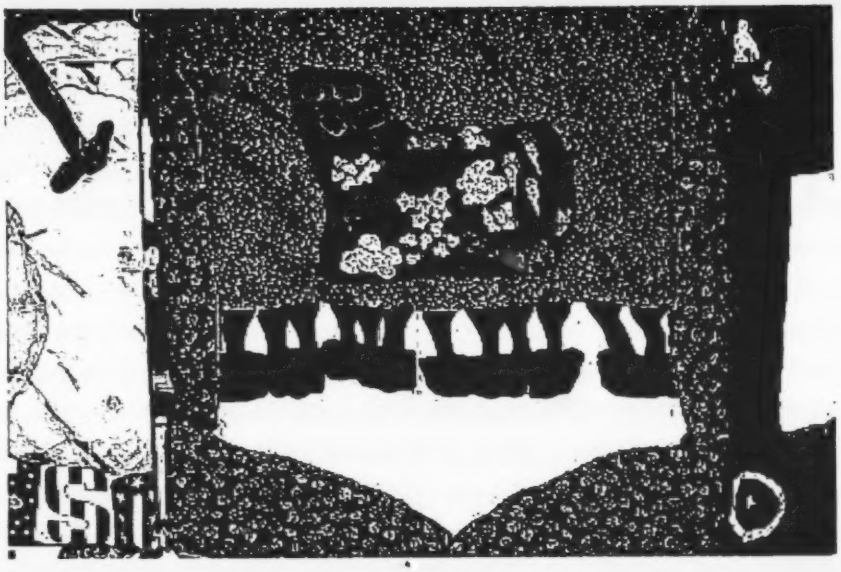
The quilt project was originally designed to create a sense of community in a diverse classroom. "Taking the quilt on the road," when each class is ready to go public and tell the stories behind the artistry of their squares, has been a wonderful opportunity to bridge barriers between the town of Sharon and the high school. Students enthusiastically tell their stories to peers, younger students, senior citizens, and parents.



Collection of quilt squares.

My grandfather Martin, a refugee from the Armenian Holocaust, came to this country and became a tailor, which makes it extremely meaningful that I am using the tools of his trade, a needle and thread, to quilt the family he founded.

Melissa Adelstein,
Grade 11 Student



Celebration

Each year the service component has been successfully expanded and extended into larger arenas. The first three years the quilt project was enjoyed only by the multilevel classes, but soon the other eleventh grade students also sought the opportunity to experience the project that garnered so much attention in the town. The class quilts are also rotated around the town for public viewing-a testimony to the multicultural advantage of living in Sharon. Breakfast for all juniors and their parents, was provided by a generous parent and hundreds of parents converged in Sharon's cafeteria for a morning of student stories and mutual appreciation.

In 1999, the Quilt Breakfast became the largest celebration in the school year. The gymnasium was transformed into a museum of local heritage as each wall was covered by colorful quilts. Each student prepared a favorite family dish from a recipe previously recorded in their family journals to share with peers and family members. Town officials, the media, and the middle school students taking a tour of the high school, enjoyed and celebrated Sharon's heritage. The Quilt Breakfast 2000 reached even deeper into the community; high school students, and teachers coordinated a townwide celebration affirming diversity as a part of a program with the Anti-Defamation League and the "No Place for Hate" committee.

OUTCOMES

Academic Gains

As a result of a year-long focus on American society through comprehensive interviewing, writing journals, and creating a quilt square, students are able to communicate a new understanding of the importance of their families and community. In addition, students become more effective communicators as a result of large and small discussions based on making connections to their literary readings, formal and informal compositions, and oral presentations.

Societal Gains

Beginning with family interviews, students recognize the importance of the institution of the family and the need for cultural identity and pride. Additionally, students' appreciation of their peer's cultural differences is enhanced. This appreciation also extends beyond the walls of Sharon High School into the community where generational barriers are softening as a result of this project.

Community Partners

- ☐ Elementary and Middle School students and teachers
- ☐ Sharon Public Schools' Community Service Office
- ☐ Parents
- ☐ Teachers
- ☐ Town officials
- ☐ Council on Aging
- ☐ Anti-Defamation League

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
English/Language Arts LANGUAGE **Standard 3:** Make oral presentations that demonstrate appropriate consideration of audience, purpose and the information to be conveyed.	Students prepare oral presentations about their quilts and present these speeches to as many audiences as time allows. The refinement of their speeches is ongoing with each presentation.	Students are assessed on information presented, consideration and engagement of audience, clarity of speech, and the usual public speaking tools of eye contact, body language and pacing.
Standard 6: Identify and analyze how oral dialects differ from each other in English, and what role standard American English plays in informal and formal communication.	Students are exposed to excerpts of local color and writings which capture the written rhythm of dialect, including such writers as Zora Neale Hurston, Alice Walker, and Amy Tan. Students will record and write one journal entry in the dialect of the person being interviewed.	The journal entry is assessed for its content presented authentically in the voice of an ancestor.
Standard 16: Compare and contrast similar myths and narratives from different cultures and geographic regions.	Students understand the importance of heritage and its archetypal similarities and differences through the completion of their family history survey (see Addendum), the discussions of family narratives and superstitions, and the recording of family myths, superstitions.	Students will be assessed according to the family journal rubric.
COMPOSITION **Standard 20:** Select and use appropriate genres, modes of reasoning and speaking when writing for different audiences and rhetorical purposes.	Students write a minimum of two business letters to organizations requesting space to publicly display the quilt.	Students are assessed on their ability to compose a business letter strong in form and content.

LESSON PLAN The Family Journal

Objective

Students are introduced to the techniques essential to successful interviewing. Using these strategies, students begin the process of interviewing and recording the stories of their families; they are responsible for a minimum of eighteen journal entries which are the result of as many interviews as they are able to obtain. Depending on individual cases, students have obtained as many as fifteen different interviews, while others have only one major source to access. Email and faxes have opened new ways for long distance interviewing. Reflection entries complete a complex finished product.

Learning Standards

Language strands 2,5,6,7

Composition strands 19,20,21,22,23,24

Media strands 26,27

Materials

Rubric for interviewing

Rubric for suggested questions

A journal

Procedure

Part 1

Introduce students to the techniques of interviewing:

- eye contact
- interest
- extending or rephrasing a question
- keeping the person being interviewed responding and comfortable
- maintaining respect for privacy
- politeness

Part 2

Discuss different types of questions and how to turn them into polished journal entries.

For example: Where did you grow up? Describe your hometown, your house, your room, etc. Did you finish high school, go onto college, start a business? What did you hope to become? Have you accomplished what you dreamed of doing?

- How did you meet your husband/wife?
- Were there any world events that really affected you?
- Were you ever involved in a war?
- What has been the greatest struggle in your life? What has been your greatest accomplishment?
- What is your definition of "success"?

LESSON PLAN continued

- What do you think of when you hear the phrase "the American Dream"?
- What is your happiest memory?

If possible, community members are brought in to discuss strategies for interviewing, and/or journal writing. Models of excellent journals are examined.

Assessment

Product, performance, presentation, assessment.

Students will submit their journals at three different times for assessment based on a class generated format. Each entry must be dated, numbered, and identified by the person and relationship of the author to the person being interviewed.

Students will take their interviewing skills to a local elementary school and teach the younger students effective strategies which will then be utilized in an elementary family project.

On a volunteer basis, students will orally present favorite entries to the class. Occasionally a student will share an entry on the day of the quilt celebration.

TIMELINE

September
Present overview of quilt project.

Read *Maggie's American Dream.*

Complete American Dream family history (pre-test) questionnaire.

October
Practice interviewing techniques and begin interviewing family members for oral histories.

Display quilt and quilting process in school lobby during Open House.

November-December
Continue gathering oral histories and entering them in journals.

Encourage holiday gatherings as focal points of information.

January
Submit family journals.

Begin designing quilt square.

Invite other quilters and student mentors from the previous class to help with the design of the quilt.

February-March
Work one day per 6-day schedule to complete the quilt squares.

Begin organization of the culminating community quilt celebration in June.

April
Connect quilt squares.

Begin practicing public speaking component.

Write two essays for the quilt booklet.

May
Take the quilt "on the road" for presentation in the community.

Post test: American Dream family history questionnaire.

Gather last year's quilts from arenas of display and return to seniors on class night.

June
Town wide quilt celebration.
Display new quilts in the community.

LESSON PLAN Creation of the American Dream Quilt

Objective

Through large and small group discussions, students will determine the necessary components for each quilt square. They will then synthesize the information gathered from family interviews and personal reflections and create a quilt square symbolizing the uniqueness of each student and his/her family history.

Learning Standards

Art

History

Language strands 1, 2

Materials

- Paper and colored pencils
- A 24" by 24" piece of background material(a second one for the backing is needed later)
- Assorted pieces of material to sew onto the background
- Needles, pins, threads, scissors
- A sewing machine
- Quilting batting

Procedure

Part 1

Students will begin designing their quilt squares by using paper and colored pencils to sketch out their ideas. Initially complicated drawings are analyzed for feasibility and then simplified. Students help each other with art work. Community quilters and student mentors are invited in to help in the design and creation of the new quilt.

Part 2

Students quilt one class period per 6-day cycle for one marking period. At the end of each quilting session, the teacher notes appropriate accountability. Care must be taken with the student who is unable to effectively utilize class time designated for quilting. When students complete the front of their squares, they are shown how to pin the batting and the back of the quilt square together for sewing together with the machine.

Part 3

Students decide the placement of their squares, and the final assembling of the individual squares into the class quilt begins. The final work of art is then prepared for hanging.

LESSON PLAN continued

Assessment

The actual assessment of the quilt is conducted by the team of eleventh grade teachers who are not judging solely on artistic ability. Attention is paid to the following:

- weekly accountability and diligence
- visual integrity/color/placement/overall effect
- an attempt at the required hand stitching
- an object that represents a dream
- a symbol of someone whose story can be told in the first person
- multiple examples of family culture, religion, or heritage

See "Family Quilt Assessment" for complete project criteria (Addendum)

Assessment

Sharon High School's eleventh grade students all benefit in varying ways from participating in this community service-learning project. In the incipient stages of the project, students respond to a family history questionnaire with minimal information. With the desire to learn more about their ancestors, they enthusiastically begin the interviews and reflections that will ultimately result in a lengthy family journal. Students submit their journals for review three times over a four month period. At the end of the year, students revisit the family history questionnaire to look for improvements. After completing the family journal, students begin creating a meaningful quilt square. Students are assessed weekly on work accomplished during the allotted class time. Students meet for six 75-minute periods during the third marking period of the year. The daily accountability rubric counts for one sixth of the grade. The final quilt square is assessed according to class specifications. For instance, the minimum requirements of one class were:

- a symbol (or representation) depicting the story of an ancestor
- a symbol capturing the essence of a dream
- a symbol showing a journey
- a symbol revealing culture
- a symbol encompassing showing heritage
- overall aesthetic arrangement

Each component was evaluated at five points (total, 30 points).

Finally, students must "go public" with their personal stories to as many audiences as time will allow. Students are assessed according the standard class requirements for public speaking.

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

☐ Compare / Contrast

Write an essay comparing and contrasting the African American quest for the American Dream to that of later immigrants seeking a better life in America.

Challenges

The initial challenge to the quilt project involved maintaining the academic integrity of an English course while taking one out of every four classes(in a six-day cycle)to quilt.

Addressing parental concerns that the learning goals in this course are being maintained.

As a result of student demand, the quilt project expanded to include the entire eleventh grade curriculum. Teachers had to be convinced that the time spent on this project was necessary, but not to be compromised by other teacher-driven distractions (such as concurrent writing conferences or time to makeup work).

Solutions

Once the class enters its quilting phase, outside reading becomes directed to materials being studied in class. Changing to block scheduling created more time for all activities.

At Sharon High School's Open House, parents spend an evening following their children's schedules, sampling lessons, and meeting teachers, in early October. Eleventh grade teachers explain the quilt project, and establish the parameters of this CSL project, communicating that the American Dream Quilt project is not just an arts and crafts activity.

Professional Development time is used to address the importance of the time devoted to the process of creating the quilt squares.

A piece of fabric? How could that represent someone's life? Well, I'm sure some people wonder about this, and, yes, it is a piece of fabric, but a piece of fabric with many meanings, hard work, and emotions put into it.

Beth Fitzpatrick,
Grade 11 student

The quilt project turned out to be an extremely important creative effort for me. It was the culmination of a journey into my family's past, through which I was able to investigate my roots and discover my background. The quilt project also represents an introspective exploration.
I examined who I am and who I will be. It was difficult to create my quilt because I wanted it to display the many faces of my character, and I feel that I have succeeded in artistically representing my life as I see it now.

Abby Nickinson,
Grade 11 student

Extending the Vision

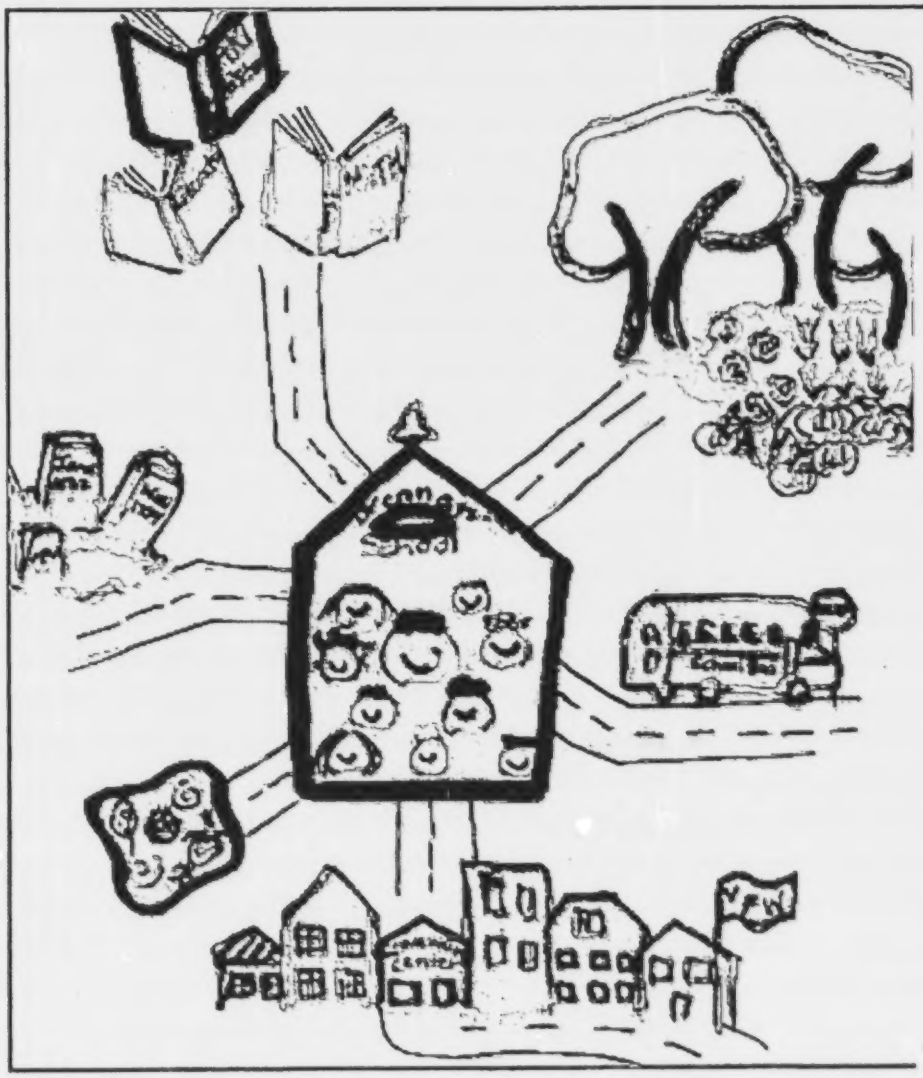
The quilt project which began as an intraclass project linked to the American literature curriculum with limited extension has expanded into other town schools and agencies. In time, the project has grown to become a focal point for a school wide celebration of multiculturalism with parents and town agencies joining the annual quilt performance and breakfast. The project continues to expand as the quilts are displayed throughout the community and in neighboring museums. The quilt celebration in May, 2000, was combined with the Anti-Defamation League and community members who have enlisted Sharon as a "Say no to hate community." A townwide celebration revolving around the presentations of the quilts was coupled with a breakfast featuring favorite family recipes and student performances celebrating the cultural diversity in our school and town. The Junior Class has plans to compile a cookbook of family recipes for fundraising purposes. Additionally the celebration and breakfast is scheduled for the day that the eighth graders visit to experience what their lives as ninth graders will be.

IN CONCLUSION: The Quilt Project and the Community

The American Dream Quilt project is more than a collection of brightly decorated squares. The stories and histories of the families who determine the distinct character of this town are to be cherished by all who have created them, enjoyed by those who behold its beauty, and remembered by all who have heard the voices of ancestors recorded lovingly in the quilts.

UNIT 13

Responsibilities of Citizenship



Hudson High School
Hudson, Massachusetts

Subject Area
Interdisciplinary Unit—
English, Social Studies

Area of Service
All areas

Grade Level
Grade 9

Author of Project
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Contributor
Bill Barret

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In Brief

Ninth-grade students in Hudson High School's integrated Civics-English course learn that democracy is an ongoing struggle, kept alive by an active and informed citizenry who recognize the rights of others and are empowered to affect change. Through community service-learning projects, the students discover first hand the value of civic engagement. In networking and advocating for themselves and their fellow citizens, they learn about the structure and dynamics of their community and gain concrete experience in their investigation of the abstract concepts raised by their Civics-English course.

Learner Outcomes

Students learn to:

- ☐ Put a "face" on the "responsibilities" part of the course's guiding question, "What are the rights and responsibilities of a citizen in a just society?";
- ☐ Identify community needs;
- ☐ Use their skills to affect change; and
- ☐ Connect their local issue to a larger global issue.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

History and Social Science

- ▫ History strand: 2, 3, 4, 5
- ▫ Geography strand: 8
- ▫ Civics and Government strand: 16, 17, 19

English Language Arts

- ▫ Literature strand: 8-13, 15, 18

OVERVIEW

The Need

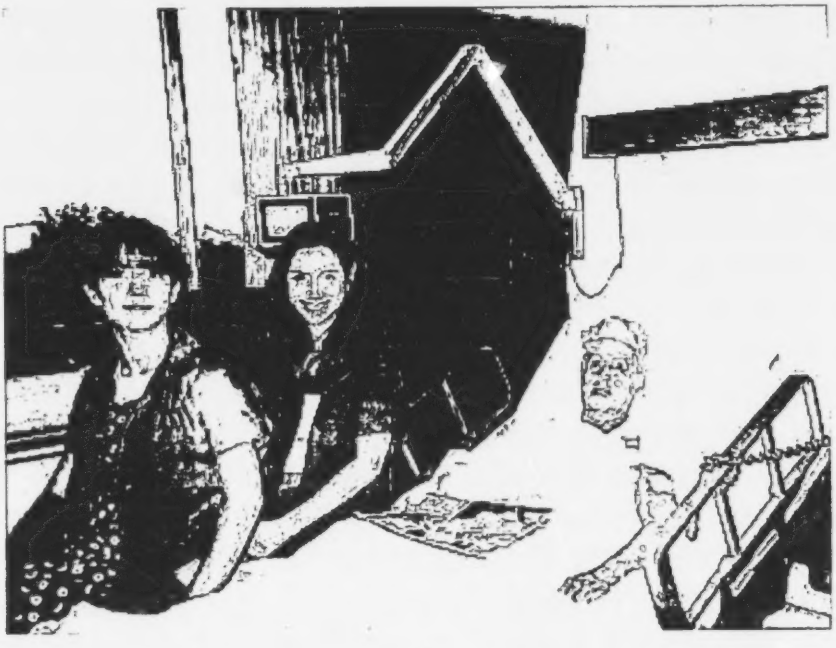
At Hudson High School, every freshman takes an integrated Civics-English course that engages students in actively exploring the question, "What are the rights and responsibilities of a citizen in a just society?" During the first half of the year students study the structure and rationale of our democratic form of government. The second semester finds them exploring the conditions that gave rise to the Holocaust. The juxtaposition of these two themes allows students to weigh the benefits of our system of limited government and the value of freedom. At the same time, students recognize that a just society "can easily be lost, but never fully won." Democracy, students learn, is an ongoing struggle, kept alive by an active and informed citizenry who recognize the rights of others and are empowered to affect change. The course's community service-learning component allows students to explore their role as responsible citizens.

A CSL Response

To gain concrete experience in their investigation of the abstract concepts raised by this course, students develop service-learning projects. Early in the second semester, each student identifies a community need with which he or she feels a connection. To address the need, the student volunteers with a local agency or designs an independent service initiative. Students carry out their projects throughout the spring, reporting back to classmates, notifying the media of their work and writing a research paper in their English class that connects their local issue to a larger global issue. Finally, in June, they present their project experience to their class in a formal oral report.

Through their service projects, my students developed an understanding of the variety of communities that they are part of and at the same time developed a connection to and a stake in these communities.

Todd Wallingford,
Instructor



Students visiting with elderly patient as part of their study on aging.

Service Component

The student projects are varied, but all have clear connections to the objectives of the course work. By contacting local and state agencies and government officials in an effort to develop their projects, students discover the structure and dynamics of their community first hand. The skills they develop as they network, advocate for themselves and seek out or create opportunities to aid their fellow citizens are the skills of citizenship. Additionally, through their service work, students become aware of the depth and complexity of their community's needs and, at the same time, become empowered to take action to change the status quo. They learn through hands-on experience the value of civic engagement.

Celebration

For both students and teachers, the most powerful part of this program comes when students have finished their projects and present their accomplishments to their classmates through oral presentations and poster board displays. Students explain their projects' objectives, successes and setbacks. They discuss what they learned about their community and themselves and how they might continue their work in the future. They show their classmates pictures of themselves engaged in their work. Inevitably, students are proud of their accomplishments and share the sense of empathy and concern for others that they have experienced. Listening to their thoughtful explanations and reflections on their work is an inspiring celebration for everyone. The celebration continues when each student creates an award certificate for a fellow classmate, honoring his or her work and the change he or she has effected. Lastly, project poster boards are displayed in the library so that the rest of the school body can appreciate the efforts of the students.

Student assisting at local animal shelter.

OUTCOMES

Academic Gains

The primary academic gain involves putting a face on the "responsibilities" part of the course's guiding question, "What are the rights and responsibilities of a citizen in a just society?" Students become aware of community needs and have learned strategies to effect change. While the students' CSL projects relate to the work they complete in both civics and English, it is from their civics component that most of the work is generated. Connections are drawn to the curricular frameworks for History and Social Science. The CSL projects address History Strand Learning Standards 2, 3, 4 and 5, which require students to assess historical events as "warnings to us," compose a research paper, understand the rights of individuals, and recognize limits to the pursuit of individual happiness implicit in the ideals of justice and the rights of others.

Societal Gains

The outcomes for the community are as varied as the projects themselves. An army of energetic freshmen sets out to make their community a better place, at the same time building relationships with agencies, other generations and schools.

Community Partners

The potential for community partners is virtually limitless. Although the teacher acts as facilitator, students network largely on their own. The following list of initiatives (project-based and service-based) illustrates the types of partnerships students have formed.

I tried to keep Hellenic Hill from being developed. I learned how to write persuasive letters and how to make phone calls. I learned about political activism. I know that I can make my voice heard and have the courage to stand up and change things. Most important, I learned about who I am and what I can do. It only takes one person to change the world.

Jessica St. George,
Grade 9 Student

Project-based CSL	Service-based CSL*
☐ Collect used soccer equipment and donate it to an international sports charity.	☐ Read to and write with students at an elementary school.
☐ Investigate pet stores for animal cruelty and expose violations in newspaper editorials and letters to the MSPCA.	☐ Work with disabled children at the Michael Carter Linslow Respite Center.
☐ Organize a party for the Big Brother/Big Sister program, soliciting donations from local businesses.	☐ Volunteer at Head Start and the daycare programs at Hudson High School.
☐ Perform scenes from Shakespeare for elementary students.	☐ Work with Park and Recreation Commission to landscape Riverside Park.
☐ Test for toxins in river and send results to the Organization for the Assabet River.	☐ Serve food at Our Father's Table.
☐ Hold can drive at Shaw's Supermarket.	☐ Volunteer at Bolton Manner, a nursing home.
☐ Solicit donations from Larkin Lumber to build a new sign for Hudson Food Pantry.	☐ Teach elders at the senior center how to use and fix computers.

*Service-based projects require the student to complete twenty hours of service; for project-based initiatives, students accomplish a particular task or set of goals.

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
History and Social Science HISTORY STRAND **Standard 3:** Research, Evidence and Point of View: Students compose a research paper, using conflicting primary sources, and explain the degree to which they are able, or unable, to establish which is the more credible source.	Students write a research paper in which they must connect an issue that their project addresses to a larger global issue. In their research, they must use primary sources that offer conflicting explanations for the conditions that give rise to the issue on a global level and interview citizens who are affected by the problem on a local level to find out what they think are its causes.	Research papers must analyze the primary source in light of other primary sources, other secondary sources and students' interviews. Presentations at the close of the project must include conclusions that they have drawn—informed by their service experience—on the causes and solutions to the issues, locally and globally. The research paper is assessed on form and content.
GEOGRAPHY STRAND **Standard 8:** Places and Regions of the World: Students consider historical and contemporary world events using evidence from maps, globes, and other geographical data.	In research papers that connect the local issue to a larger global issue, students incorporate geographical data to explain the context in which the global issue exists.	The research paper is assessed on both its content and form.
CIVICS-GOVERNMENT STRAND **Standard 16:** Authority, Responsibility, Power: Students compare and contrast ways of life under limited and unlimited government in specific times and places.	Students discuss the extent to which the issue that their CSL project addresses would have existed in Nazi Germany in the 1930's; and whether they would have been able to pursue their CSL project under Hitler's regime.	For homework, students write an essay that considers the degree to which they could have carried out their project in Nazi Germany, comparing it to their own experience. The essay is graded according to a rubric used for essays.
English and Language Arts COMPOSITION STRAND **Standard 20:** Select and use appropriate genres, modes of reasoning, and speaking styles when writing for different audiences and rhetorical purposes.	Throughout the CSL project, students focus on the different styles and forms their writing must take as they write for different audiences. Work includes a media advisory to the local press; letters to agencies with whom they will work; a letter to their parents explaining the progress they have made on their projects; and an oral presentation on their project.	Different rubrics are used to assess each of these assignments.

LESSON PLAN Developing Project Ideas

Objective

After assessing community needs for several weeks, students will develop a proposal for a service project that they will later complete

Learning Standards

Social Studies:
History Strand, Learning Standards 4, 5
Civics and Government Strand, 19

Materials

- Handouts
- Newspapers
- Book with lists of service ideas

Procedure

Step 1

For homework, students are asked to explore their own neighborhood and downtown and look through the newspaper, listing at least twenty-five societal needs. They must have at least two in each of the following categories: educational, intergenerational, humanitarian, environmental and legislative/political.

Step 2

In the next class, students work in groups of four to list the three most essential needs in each category and corresponding activities that help address each need. Students present their ideas to the rest of the class.

Step 3

Students have one to two weeks to complete "My CSL Project - Preliminary Proposal." They may be given time in class to browse through books that list service ideas. They should be encouraged to talk to parents, teachers and other students to develop ideas. In this proposal, students need to consider whether their project will be "service-based" or "project-based." The distinction will allow the teacher to assess projects more fairly, the former being measured by the extent to which students complete twenty hours of service and the latter by the extent to which students achieve a particular set of goals. Students give the preliminary proposal to the teacher, who evaluates how realistic and practical the projects are.

Step 4

In class, students work in pairs to complete "Making Your First Contact!" This sheet helps them prepare to make calls to set up their service project. Several students are asked to read from their script in a mock phone call to the teacher. For homework, students make their calls and complete "My CSL Project - Final Proposal." The final proposal should have project goals carefully defined, as their project will be graded based upon these expectations.

Name Due:

My CSL Project Preliminary Proposal

1. What will your project be called?

2. With whom will you work on this project?

3. Who have you contacted about your project? How and when did you speak to them? (in person/on the phone) What did you find out from them?

Who	How/When	What I Found Out

4. Who do you still need to contact? When will you do this? What do you need to find out?

Who	When	What I Need to Find Out

5. In what type of service will you be engaged? (humanitarian, environmental, political-legislative action, educational, intergenerational or a combination of these)

6. Will your CSL be "project" or "service" based? Explain.

7. What is the larger global issue to which you will connect your project for the paper in English class?

8. Do you expect to need any funding to help you carry out your project? If so, how much and what for?

9. Describe the project in as much detail as possible on the back of this sheet.

LESSON PLAN Examine the Complexity of Civic Society

Objective

Students will recognize the essential complexity of the network of civic organizations in a democratic, civic society in comparison with the structure of a dictatorship.

Learning Standards

Social Studies
Civics and Government Strand 17

Materials

- Large Paper
- Markers

Procedure

Step 1

Having studied the structure of national, state and local governments, students draw diagrams that display the structure of these systems. The class is divided into three groups, each drawing a large diagram of one of these levels of government and then placing it on a wall.

Step 2

Students gather in groups of four and list the contacts they have made in setting up their service projects as well as any other local agencies they know about. Next, they write each agency and its function on a separate piece of paper. Then, one by one, students approach the diagrams on the wall, laying agency names over the diagrams, in a manner that indicates the relationship the agency has with the government. The teacher asks, "What does the agency do that government can not or will not? Why is the agency's work necessary? What relationship does the agency have with the government? How do agencies and government support each other?"

Step 3

Students are each given a diagram that depicts the top-down organization of government in Nazi Germany. They then generate a list of organizations in Germany in the 1930's, considering the control that the government exerted over them.

TIMELINE

January
Brainstorm project ideas

February
Contact local agencies to set up project. Define project and hand in "My CSL Project - Final Proposal."

March
Start project and journal. Issue media advisory.

April
Continue project and journal. Start CSL-Related English Research Paper. Write Civics Third Term Letter.

May
Finish project and journal. Hand in research paper.

June
Complete "Your Service-Learning Essay." Present project to class. Display project poster boards before the school. Complete "CSL Networking Sheet."

Two of my students measured the width of potholes and counted cars to prove that Central Street is a busy road indeed deserving a new coat of tar. They complied their statistics and presented their findings to the head of the DPW, learning a whole lot about town government and how to lobby town officials—a good lesson in civic participation, clearly furthering my objectives as their Civics teacher.

Todd Wallingford, Instructor

Assessment

Students are assessed on four major aspects of their project: the service, their journal, their project presentation, and an essay that requires them to connect their service experience to their study of the Holocaust. Rubrics are provided for all components so that students know what they need to do to achieve the grade they desire.

Students reflect upon their work in various ways throughout the course of their service project. At least once every other week, class discussions involve students' comparing and contrasting their experiences. Students also share the reflections they have made in their journals (writing guided by prompting questions). Additionally, in a media advisory that students issue to the local press, they must communicate the significance of their work in order to attract a reporter's attention. At the end of the third term—half way through their project—students write a letter to their parents that explains the progress they have made and what they have left to do to complete their project. After completing their service, students present their project to their classmates, reflecting upon how they benefited, what the community gained, what they found most challenging and in what ways their sense of obligation has been affected by their work. Finally, they write an essay in which they tie their service work to the course work by considering the extent to which they would have been capable or willing to perform their service project in Nazi Germany and why their service is necessary to help maintain a just society. To help the following year's class, students also fill out a "Networking Sheet" offering ideas and contacts for service projects.

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

☐ Compare / Contrast

To what extent would your service learning project have been encouraged or discouraged in Nazi Germany? Explain.

Discuss the role that two individuals in the following categories have played in identifying needs, taking risks and affecting change in society.

1. One of your classmates.
2. Any individual you view as a rescuer in Nazi Germany.

Challenges	Solutions
Managing the vast array of projects that students develop can be difficult.	Have students keep a log of their work, updating it every time they work. Meet with students every other week during class to review their progress and help them set goals.
Defining the scope of the project at the outset involves some guesswork but is essential. Students may struggle to find a project they really like.	Students must define whether their projects are service- or project-based. "Service-based" projects require 20 hours of service while "project-based" projects require the completion of some goal (e.g. collecting 300 cans of food for a food drive). Be sure that the goals for these projects are not too ambitious or too limited.
Students may "get bored" with keeping track of their learning in their journals.	Students must be excited about their project. Most often, students look forward to the opportunity to earn grades for doing something other than "bookwork," but they must choose a project for which they feel some passion or at least a connection. Spending time at the start planning good projects makes the experience enjoyable for students and teachers.
Grading the projects can be difficult.	Have students focus on specific questions that are related to the curriculum rather than questions that are too big and general. On the other hand, students could reflect on their work in ways other than journal writing. It is important that expectations are defined clearly from the start in the "Final Project Proposal" because it is the fulfillment of these expectations upon which students are graded. Also, students must be meticulous in keeping their logs because their entries will serve as "proof" that they have fulfilled their goals. In certain cases, teachers may have to contact agencies with which students worked to verify the documentation in the logs.
Students need access to phones.	Often, students need to make calls to contact community partners during school hours. Securing access to a phone in a quiet place during school for students is very helpful.

Extending the Vision

While these projects are integrated into a Civics/English course that uses the *Facing History and Ourselves* curriculum, student-generated CSL projects could serve as a foundation for any civics course. At Hudson High, we plan to integrate more computer technology into the program in the future. Students will be asked to e-mail their media advisories, create newsletters to inform the public about the issue that they are addressing, and create a Power Point presentation for their project rather than a poster board display.

Student visiting with nursing home resident

IN CONCLUSION: School's Role in the Community

Now in its third year, this program is gaining momentum and becoming more solidly integrated into our curriculum. Because the eighth grade is housed in the same building, many students now enter the ninth grade with an idea of what they plan to do for a service project. They have read articles about the projects in the local paper, seen projects displayed in the library and learned from brothers and sisters about the projects. By and large, civics students have enjoyed their projects, many saying that it was the best part of the course.

Consistent communication with parents is key to the success of this program. Parents have been overwhelmingly supportive of the goal of teaching students the value of civic engagement. However, it is necessary to explain to them how the projects tie into the curriculum, to reinforce their value as a teaching methodology. Because the students are expected to set up and complete the projects largely on their own, many will seek help from their parents. Letters home that explain expectations and progress help to ensure continued parental support.

Local agencies and town officials have been remarkably supportive in helping students find or create service opportunities. During the first year of the project, students found that many adults did not quite believe that students would be willing to help out "for free." Now, many teachers and officials approach civics teachers with ideas or requests for volunteers. For instance, the high school's TV-Media teacher distributed copies of the CSL media advisories to his students, asking them to choose a project to feature in a public service announcement. The student-produced spots aired on local cable television.

At the end of their project, students fill out a "Networking Sheet" that helps the following year's students consider ideas and contacts for service-learning projects. Civics students have established unexpected and positive ties throughout the community.

UNIT 14

Senior-Senior Prom

Drury High School
North Adams, Massachusetts

Subject Area
Sociology

Area of Service
Human Needs

Grade Level
Twelfth Grade

Author of Project
Deborah Coyne

Designer of Project
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In Brief

The senior sociology class traditionally examines issues related to the elderly in society through textbook readings. Students seeking greater understanding of the problems facing this population chose to relate to senior citizens first-hand. Students visited adult day care centers, senior citizen centers, and nursing homes. During these weekly visits, they played cards, exchanged stories, and witnessed first hand the concerns of senior citizens in today's society. In celebration of "bridging the gap between generations," the senior class and the senior citizens co-planned a Senior-Senior Prom.

Learner Outcomes

Students learn to:

- ☐ Recognize the real world applications of sociological concepts;
- ☐ Develop problem solving skills, cooperative learning techniques, accountability procedures, and communication skills;
- ☐ Break down generational stereotypes and appreciate individuality; and
- ☐ Coordinate the myriad aspects of creating a large social event.

MASSACHUSETTS CURRICULUM FRAMEWORK CONNECTIONS

This unit is aligned with the Massachusetts Curriculum Frameworks. Listed are the subject areas and the learning strands addressed:

English/Language Arts

- Language strand: 1, 3, 5
- Literature strand: 8, 9
- Composition strand: 19, 20, 21, 22, 23, 24, 25
- Media strand: 26

History and Social Science

- History strand: 1, 4, 5

OVERVIEW

The Need

With the awareness that senior citizens experience feelings of isolation and neglect, the sociology students decided to plan an event to address this problem. The students hoped to dispel stereotypes held by each group: teenagers are self-centered and even dangerous individuals; the elderly are irritable and out of touch with youth. The students needed a project that would address both the senior citizens' feelings about themselves and the youth of today

A CSL Response

In response to traditional preconceived perceptions, members of the senior class decide to celebrate the end of their senior year by hosting a Senior-Senior Prom. This project "kicks off" with the mailing of student letters to nursing homes, elderly day care centers, and elderly housing inviting senior citizens to a senior prom. In preparation for the prom, students and the senior citizens co-plan the event. They choose a theme, research old music and dances, canvass stores and community members for donations of prizes, purchase ingredients aligned with dietary restrictions, and collaborate with the culinary arts department to make refreshments. In addition, they arrange for transportation, research the building's handicapped accessibility and make any necessary adjustments. In the final stages of the project they hire a band, send invitations and decorate the high school gymnasium.

Service Component

Throughout the school year, members of the sociology class examine the issues impacting the elderly through weekly visits to nursing homes or senior day care centers. During these visits students not only enrich the lives of the senior citizens, but the seniors citizens' dialogues provide the sociology students with primary research for testing their hypotheses surrounding the stereotyping of both adolescents and the elderly. As a result of this project two generations learn to bridge their gap in years, interests and experiences through informal conversation and students recognize that the elderly population is comprised of individual people with valued memories.

Celebration

Each spring the senior sociology class hosts an annual senior prom for senior citizens at Drury High School as both a culmination to their year-long personal study of the aging and elderly in today's world and a celebration of new friendships cultivated through weekly visits. The theme of the prom varies from one year to the next, but the band always plays music from the senior citizens' era. A queen and her senior court are chosen and crowned during the evening's festivities. Teens and elders laugh, share stories, and fortify the friendships created as a result of this project. Students learn to care for others, be compassionate, and recognize that elders are good company as they examine the myths and realities about the elderly.

Through my experiences in the recreational therapy department at the nursing home, I have learned many lessons that a classroom could not teach me. I learned compassion, sensitivity, and putting other people before yourself. As I grow up and leave Drury High School these l essons will help me in the world. Education cannot be limited to a few subjects. Responsibility and leadership have also been taught to me through Community Service Learning. Getting out into the community is exhilarating, and builds self-esteem . . .

Grade 12 Student
at Drury High School

OUTCOMES

Academic Gains

Students witnessed firsthand the connections between the concepts and theories presented in their sociology textbooks and the real world situations existing in nursing homes and adult day care centers. The ability to communicate effectively was a prerequisite in setting this project in motion. Prior to analyzing issues of loneliness, the awkwardness of making friends, and establishing a common ground from which two different generations could communicate, students needed to express their sincere interest in developing a friendship. Students recognized the importance of cooperative learning in completing various tasks from planning weekly activities to organizing the Senior-Senior Prom.

The high school seniors were accountable for their behavior within varied settings—their peer relationships and their senior relationship. Each relationship reflected the need to respect a generation of people with different values, opinions and memories. During weekly visits students became sensitive to the meaning derived from nuances of language, expressions, posture, gestures, and body movements of their partners. Finally, as the date of the Senior-Senior Prom approached , each partner mirrored a comfort zone of acceptance of one another while learning the dances of a "different" era, whether it be the polka of the 40's or the fast dance of the 90's.

Societal Gains

This intergenerational project provided specific groups of students and senior citizens an opportunity to form their own conclusion about another generation. Through firsthand experiences, the participants began to ignore the stereotypes attached to age, whether it be young or old. These individuals developed a friendship based on respect for each other. Appreciation for each other's knowledge, skills, and interests was nurtured during weekly visits throughout the year. A celebration of these new friendships culminated in the Senior-Senior Prom held at Drury High School.

This event, the Senior-Senior Prom, provided the public a different view of the youth of today. The public was able to recognize this group of high school students as concerned and caring people. The high school students also realized that they were capable of making positive contributions to their community. In conclusion, both populations recognized themselves as valuable community contributors, capable of making a difference in the lives of others.

Community Partners

In the initial planning stages of the Senior-Senior Prom project students mailed letters to nursing homes, elderly day care centers, and elderly housing inviting senior citizens to a senior prom. As a result, a working relationship was established between Drury High School and several agencies throughout the community. Due to the positive response from the Senior-Senior Prom project, barriers that isolated the high school from community agencies were removed, a dialogue was established and new projects are in the planning stage.

Community Partners continued

The community partners involved in the Senior-Senior Prom project are listed below:

- ☐ Willowood Nursing Home
- ☐ Alzheimers Information Hotline
- ☐ Council on Aging
- ☐ Elder Services of Berkshire County
- ☐ Elder Abuse Hotline
- ☐ Northern Bershire Community Coalition
- ☐ Northern Berkshire Mental Health
- ☐ Sweet Brook Nursing Home

TIES TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS

LEARNING STANDARDS/ OUTCOMES	ACTIVITY	ASSESSMENT
History and Social Science HISTORY STRAND		
Standard 1: Recognize how collaboration of different kinds of people, often with different motives, has accomplished important changes.	Design an event that collaborates with an aging population, a physically challenged population.	Compare pre and post-event reflections to assess changes in stereotypes.
Standard 4: Students understand the rights of individuals in conjunction with the ideals of community participation and public service.	Write an essay on bias and stereotypes based on "*A Bed By the Window*" and the movie "Driving Miss Daisy"	Essays are evaluated on coherence, a clearly main idea and supporting details.
English/Language Arts LANGUAGE		
Standard 2: Students will pose questions, listen to the ideas of others and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.	Investigate through interviews, stories, music and folk tales from student's culture and from senior citizen's culture.	Rubric used to grade essay comparing and contrasting these types of expressions from two cultures.
Standard 3: Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.	Select an aspect of culture such as beliefs, values, religion, dramas, art, music and dress. Show how differences can cause conflict.	Create a chart showing what might be done to avoid intergenerational conflicts.

LESSON PLAN Understanding Aging in American Society

Objective

Having examined the characteristics associated with biological, physiological, psychological and social aging, students will write a reflective essay explaining the connection between characteristics of the elderly, the social problems confronting this population in the United States and stereotyping.

Learning Standards

Social Studies: History
Standard 4: Society, Diversity, Commonality, and the Individual
English/Language Arts: Composition Strands 19, 24

Materials

- ☐ Mother and Daughter story
- ☐ List of Web sites
- ☐ Computers with internet access
- ☐ Text: *Societies in Focus: Introduction to Sociology*, Third Edition, Thompson & Hickey, published by Longman

Procedure

Part 1

Have students list the first twenty words that come to mind to describe elderly in three minutes. At the end of three minutes ask the students to stop writing and circle all the positive descriptors listed. Discuss the outcome. How many positive descriptors were listed?

Part 2

Have students read the first part of the story about Rose and Joan. Discuss the question at the end of the section. Following the discussion, read Part II of the story and discuss it.

Part 3

Research using a variety of sources:

- Explore the net for information about age and the elderly
- Use your favorite search engine and type <Gerontology>
- Go to http://www.seniorlink.com and http://www.aarp.org. Find three things you feel senior citizens should know to safeguard their safety
- Create a bulletin board display with warnings that can be placed in a senior center

Part 4

Product, Performance, and Presentation
Each student participates in a class discussion sharing three pieces of new information and assisting in the creation of a bulletin board.

Assessment

Having examined the social issues impacting the aged, students will write an essay comparing and contrasting their views on the aging before and after completing their research.

MOTHER ROSE & DAUGHTER JOAN
(PART 1)

Rose called her grown daughter, Joan, to help her solve a problem. She revealed that two very nice people had visited her recently and invited her to visit the senior citizen center located a few blocks away from her home. Rose said that she had heard the center was attractive and well run and many senior citizens took advantage of the hot meals that were served there and the recreational activities that were offered. They also had exercise classes and did arts and crafts.

WHAT ADVICE WOULD YOU GIVE ROSE, AN EIGHTY YEAR OLD WOMAN WHO LIVES ALONE IF YOU WERE HER DAUGHTER?

MOTHER ROSE & DAUGHTER JOAN
(PART 2)

Joan told her mother that the senior citizen sounded very nice and that she should probably go. Rose revealed that she was feeling very guilty because she knew they needed help there and if they couldn't find anybody else to help serve the food and teach the exercise lessons, she would come and help out on an emergency basis. She really didn't want to commit a great deal of time to volunteering there because she was so busy.

WHAT ASSUMPTIONS DID THE TWO VERY NICE PEOPLE MAKE ABOUT ROSE? WHAT ASSUMPTIONS DID YOU MAKE? HOW WERE YOU WRONG?

TIMELINE

September
Introduction to CSL projects. Students identify a community need of interest

October
Establish contacts with community agencies. Make initial contact with individual community agency

November
Planning and implementing project that satisfies needs. Connecting project to curriculum identified in textbook.

December
Maintaining a reflective journal describing weekly visitations

January thru March
Maintain reflective journal. Establish subcommittees for food, decoration, transportation, program, photography, public relations, and entertainment

April
Present paper on project. Assess own success at reaching established goals

May
Senior-Senior Prom

Assessment

In this project students completed a variety of assessments, such as reflective journals and short open response answers. Students maintained reflective journals throughout the school year in response to five basic questions: What difference have we really made? What have I learned? Where might I apply this new knowledge elsewhere in my life? How has my model of the world changed and what does that mean to my life? What have I learned about myself, about those I served, and about academic skills and content? Following each visitation, the student chose one of the five questions to answer relating to the day's events. Later students edited their journal writing and transformed it into one of the following literary forms: poem, cartoon, speech, short story, web, song, drawing, letter, flow chart, and journal entry. In addition to the reflective journals students complete a short open response test on their service, answering questions such as: "What10 words would you use to describe your CSL experience?" or "What have you learned about yourself, about those you served and about being a risktaker?" Finally, students, seniors and agencies complete a self-evaluation of the project validating its successes and suggesting possible areas of improvement for the next year.

CONNECTING TO MCAS: OPEN RESPONSE QUESTION

Understanding Meaning in Context : read the following paragraph. Identify the meaning of the specified word in the context of this paragraph. Write a one paragraph response to the question below.

Our society offers great diversity in race, ethnicity, class, gender, age, and other social characteristics. Studying these differences provides us with an excellent opportunity to know one another and gain insight into how society operates. We can learn much, for example, from people who experience social marginality -being excluded from mainstream society—such as racial or ethnic minorities, some women, the poor, the homeless, older persons, people with disabilities, and so on. Their social marginality constantly reminds them of how difficult it is for them to succeed in a society that treats them like outsiders through prejudice and discrimination. On the other hand, we can also see how the social advantages enjoyed by mainstream society make it easier for them to succeed. In short, the study of social diversity can reveal the ways in which society influences the lives of different individuals including our own. (Thio, Alex. *Sociology*, Fifth Edition, Addison Wesley)

The phrase in this passage, "social marginality" means:

A) discrimination B) diversity C) isolation D) incompetence

How did hosting a Senior-Senior Prom increase your knowledge and understanding of how society influences the lives of older people?

Challenges

The Senior-Senior Prom project has three main challenges: student involvement, elderly involvement, and creating a compatible match between a student and a senior citizen. First, unlike other classroom activities, a CSL project is built on student empowerment. This may be the most challenging aspect of this project for some individuals. Will students choose a theme for the Senior-Senior Prom on time? Who will make the decorations? Have the students booked a musician? Does each student group have a plan for next week's visit?

Without the senior citizen population agreeing to attend this senior prom, the project would not take place. How do you initiate enthusiasm from a population who may avoid even minimal contact with teenagers?

Solutions

The classroom teacher needs to acknowledge his/her anxiety attached to facilitating a project versus controlling a project. Student directed projects require a teacher to practice facilitation skills: provide students with checkpoints, require all forms of writing to be shared with an outside audience to be proofed by the teacher, provide possible community contacts, or sample scripts for phone calls.

Both the students and the senior citizens need to develop a relationship over time. This cannot be accomplished in four or five meetings. The partnership between the senior and the senior citizen needs to begin early in the school year. Finally, the student and the senior citizen should be a compatible match.

Extending the Vision

Due to the success of this project, local agencies are anxious to continue their partnership with the high school. The Senior-Senior Prom project has been in existence for three years now. Each year this project grows in size and enthusiasm. It exposes students to the differences in generations, and provides each student with the opportunity to eliminate the stereotypes attached to both the young and elderly.

This interdisciplinary project involves learning standards from both the English/Language Art and History and Social Sciences curriculum frameworks. Culinary arts, music, and technology curriculum connections have expanded the program's student involvement. Culinary arts helps plan the meal for the Senior-Senior Prom. The music department assists students in researching the music and dance steps of the senior citizens' era. Finally, the technology department provides all the technical support necessary for programs, flyers, and any other mailings. The positive outcomes from this project include not only deterring age bias, but also improving the school's standing in the community. Community agencies are now willing to discuss, plan, and pilot projects to address other needs. This event could expand to include the entire senior class.

IN CONCLUSION: School's Role in the Community

This project clearly demonstrates the value of extending "the walls of the classroom" to provide an authentic means of teaching students community-based content. How else would one effectively teach adolescents about the issues facing the elderly, without involving the elderly themselves? Connecting the seniors at Drury High School with the senior citizens in their community broadened the learning of content to include the emotional understanding of the societal pressures that cause the stereotyping of others. In addition, members of the community develop an interest in their local schools.

This project provides the opportunity to join the senior population, who has acquired real world knowledge over time, with adolescents, who have more to learn about life. This relationship benefits both populations. The positive outcomes of the Senior-Senior Prom are visible to the entire community with the enthusiastic support of this annual event.

Addendum Resources Contents

Unit		Addendum Item	Page
2	Safety on the Bus	*Bus Survey*	*170*
		School Bus Rules	*171*
3	Cool New Kid Handbook	*Specific Skill-Proofreading Guide*	*173*
4	Vernal Pools	*Vernal Pool Assessment*	*174*
		Vernal Pool Observation Form	*175*
6	Literacy Leaders	*Book Buddy Journal*	*177*
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7	Veterans	*Writer's Checkpoints*	*180*
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11	Nature Trail	*Grading Criteria for Natives, Aliens & Invader Plant Project*	*183*
12	American Dream Quilt	*Family Quilt Assessment*	*185*
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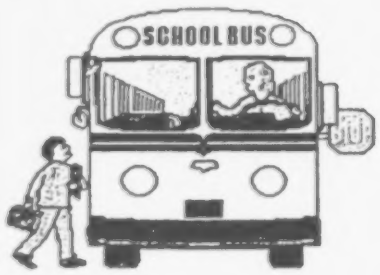
13	Responsibilities of Citizenship	*My CSL Project-Preliminary Proposal*	*187*
		CSL Project Presentation Guidelines	*188*

Bus Survey

1. Are there times on the bus that you feel scared?
   Yes No
2. Do other kids boss you around on the bus?
   Yes No
3. Do kids fight on the bus?
   Yes No
4. Do you worry on the bus?
   Yes No
5. Do kids bring things they shouldn't on the bus?
   Yes No If yes, what kind of things?
6. Do kids throw things on the bus or out the bus windows?
   Yes No
7. Do kids swear on the bus or make not nice gestures?
   Yes No
8. Do kids act differently on the bus than at school or at home?
   Yes No
9. Do kids listen to the Bus Driver?
   Yes No
10. Have you ever seen kids write on or destroy the bus?
    Yes No
11. Do you help the Bus Driver?
    Yes No
12. Do you stay in your seat?
    Yes No
13. Do kids blame other people on the bus?
    Yes No
14. Do kids touch or take other people's things?
    Yes No
15. Do kids hurt other people with words or actions?
    Yes No
16. Do kids yell or scream on the bus?
    Yes No
17. Are kids nice to the Bus Driver?
    Yes No
18. Are kids nice to one another?
    Yes No
19. Do you know or like your Bus Driver?
    Yes No

Loading the Bus

1. Once the driver has opened the door, get on the bus as quickly and orderly as you can. Do not push or shove.



2. If the seats in the front are filled, move towards the back of the bus. Choose a seat and sit right down. Once you are seated do not get up again or try to change seats.

3. Keep your feet and your knapsack out of the aisle. Keep your hands and your head inside the bus.

4. Listen to the bus driver at all times.

Summary

This pamphlet was developed as part of a Community Service Learning Project to improve the behavior of children on the school buses. We learned that bus drivers have a very difficult job and don't often get appreciated for it. We also learned that kids behave better on the bus the more they get to know their bus driver as a person too.

Created by:
The 3rd grade class of
Karen Lefave and Carlen Robinson
and the 5th grade class of
Madeleine Carlow and Pat Gigliotti
with lots of help from
Nancy Gallagher, S.A.C.

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School Bus Rules

"A safe bus is a happy bus."

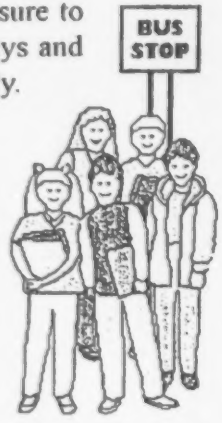
Written For Kids
By Kids

Waiting for the Bus

1. Be on time but don't come more than 10 minutes early.

2. While you're waiting for the bus do not stand or play in the street. Do not play rough or behave inappropriately. And do not go on other people's property without their permission.

3. If you have to cross a street on the way to your bus stop, be sure to look both ways and to cross safely.



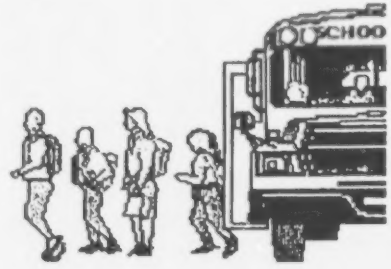
4. If the bus stop is across the street from you, don't cross until the bus has come to a complete stop, has its flashing lights on, and the driver has opened the door.

Unloading the Bus

1. Don't get out of your seat until the bus has come to a complete stop.

2. Listen to the bus driver.

3. When you're getting off the bus don't push or shove.



4. If you need to cross the street when you get off the bus, always walk in front of the bus so the bus driver can see you.

5. Obey the street safety rules on the way home. Stay on the sidewalk. Cross in the crosswalk. Don't cut through people's yards.

KID TIPS

Fighting, teasing or yelling
- Don't join in.
- Ignore them.
- Tell the bus driver.
- Remind them of the bus rules.
- Tell them to stop.

Bad language
- Tell the bus driver.
- Tell them to stop.
- Tell them they are being a bad role model for the younger kids.
- Don't start fighting because of it.

Inappropriate behavior
- Tell the bus driver.
- Try sitting in the front seat to get away from it.
- Bring something to read on the bus to keep yourself busy.
- Tell them they could get hurt or hurt others.
- Stay in your seat.

SPECIFIC SKILLS PROOFREADING GUIDE

NAME: _____

A.) FORM

1. **COMPLETE** heading	
2. Clean edges	
3. One-inch margins	
4. Title, **unpunctuated**: **NO** underline, **NO** quotation marks	
5. Paragraphs are **indented**	
6. Do not skip lines between paragraphs	
7. **Double space**, if typed	
8. a.) **Commas** after introductory phrases b.) **Transition words** or phrases within and between paragraphs	
9. **Variety of sentence structures**	

B. GRAMMAR, USAGE, AND MECHANICS

10. Spelling	
11. **No sentence** begins with "**And**," "**But**," "**Or**," "**Like**," "**So**," or "**Because***," use a comma to join with the first part of the sentence	
12. **No fragments**	
13. **No run-on sentences**	
14. **Only complete thoughts**	
15. Appropriate word choices	
* * **EX.** **Because I got up late,** I missed the bus.	

C. CONTENT AND IDEAS

16. Topic sentence and introduction	
17. Supporting sentences explain topic sentence (show specific examples)	
18. Conclusion: satisfy the reader OR restate the topic	

I NEED TO WORK ON:

_____

_____

_____

_____

Name _____ Date _____

Vernal Pool Assessment

Performance Ratings

1. Terrific 2. Good 3. O. K. 4. Needs Improvement

	1	2	3	4

Attitudes, Skills, and Behavior

1. Mastery of the activity.
2. Proper use and understanding of the equipment. (ph, D.O., Trundle Wheel, etc.)
3. Follows directions.
4. Works well with other students.
5. Shows interest and curiosity.
6. Seeks help when necessary.
7. Can explain or interpret subject matter to show understanding.
8. Performs activity and organizes data with accuracy.
9. Able to apply learned skills (estimating, metric system, data collection, etc.)
10. Courteous and respectful to the teachers, volunteers and fellow students.
11. Displays powers of observation.
12. Displays the ability to form independent conclusions based upon observations.

Natural Heritage & Endangered Species Program
Massachusetts Division of Fisheries and Wildlife
Vernal Pool Field Observation Form

(7/99)

(For use with *Guidelines for Certification of Vernal Pool Habitat*)

For office use only.

1. Pool location

Town _____ County _____

USGS Quadrangle name _____ ☐ SERIES 7.5' X 7.5' ☐ SERIES 7.5' X 15'

WRITTEN DIRECTIONS TO POOL: _____

THIS INFORMATION MUST BE SUBMITTED

(USE ADDITIONAL PAGES, IF NECESSARY.)

2. Observation dates

First date pool/species observed _____

Last date pool observed _____ Last date species observed _____

3 A. Evidence: obligate amphibians

Indicate date of observation.

★ = RARE SPECIES	COURTING ADULTS	SPERMATOPHORES	EGG MASSES (3+)	SALAMANDER LARVAE	TRANSFORMING JUVENILES
SPOTTED SALAMANDER					
★ BLUE-SPOTTED SALAMANDER					
★ JEFFERSON SALAMANDER					
★ MARBLED SALAMANDER					
UNIDENTIFIED MOLE SALAMANDER					

	BREEDING CHORUS	MATED PAIRS	EGG MASSES (3+)	FROG TADPOLES	TRANSFORMING JUVENILES
WOOD FROG					
★ SPADEFOOT TOAD					

Instructions

FOR COMPLETE INFORMATION ABOUT CERTIFICATION, REFER TO *GUIDELINES FOR CERTIFICATION OF VERNAL POOL HABITAT*.

PROVIDE ALL OF THE INFORMATION REQUESTED IN BOXES 1-6. IF MORE SPACE IS REQUIRED, ATTACH ADDITIONAL PAGES. INCLUDE ALL REQUIRED PHOTOGRAPHS AND DOCUMENTATION. SIGN THE FORM IN THE AREA PROVIDED ON THE REVERSE SIDE. **INCOMPLETE OR UNSIGNED SUBMISSIONS WILL BE RETURNED.**

THE FOLLOWING INSTRUCTIONS REFER TO EACH OF THE NUMBERED BOXES.

1. THE 7.5 X 7.5 SERIES HAS THE LEGEND "7.5 MINUTE SERIES" IN THE UPPER RIGHT HAND CORNER ALONG WITH THE QUADRANGLE NAME. THE 7.5 X 15 MINUTE SERIES IS SO LABELED IN THE UPPER RIGHT HAND CORNER AND HAS THE QUADRANGLE NAME IN THE LOWER RIGHT CORNER. WRITTEN DIRECTIONS MUST BE INCLUDED.

2 INDICATE THE FIRST AND LAST DATES THAT THE POOL OR ITS BIOLOGICAL COMPONENTS WERE OBSERVED.

3. PART A AND B ARE FOR CERTIFICATION BY OBLIGATE SPECIES. PART C IS EITHER FOR ADDITIONAL INFORMATION (APPRECIATED) OR FOR CERTIFICATION BY THE FACULTATIVE SPECIES. IF CERTIFYING BY OBLIGATE SPECIES, PROVIDE A PHOTOGRAPH OF THE POOL HOLDING WATER AND AT LEAST ONE PHOTOGRAPH (OR AUDIO TAPE FOR CHORUSING) OF BREEDING ACTIVITY. FOR CERTIFICATION BY FACULTATIVE SPECIES, PROVIDE PHOTOGRAPHS OF THE POOL HOLDING WATER AND PHOTOGRAPHS (OR TAPES) OF THE FACULTATIVE SPECIES AS REQUIRED. ADDITIONALLY, PROVIDE A PHOTOGRAPH OF THE POOL WHEN DRY OR OTHERWISE PROVE THAT IT HAS NO FISH.

3 B. Evidence: fairy shrimp

DATE OBSERVED _____

3 C. Evidence: facultative organisms

Indicate date of observation.

★ = RARE SPECIES	DATE OBSERVED	ACTIVITY OBSERVED
BREEDING SPRING PEEPERS		
BREEDING GRAY TREEFROGS		
BREEDING GREEN FROGS		
BREEDING LEOPARD FROGS		
BREEDING PICKERAL FROGS		
BREEDING AMERICAN TOADS		
BREEDING FOWLER'S TOADS		
★ BREEDING FOUR-TOED SALAMANDERS		
RED-SPOTTED NEWT (ADULTS)		
★ SPOTTED TURTLES		
★ WOOD TURTLES		
★ BLANDINGS TURTLES		

	DATE OBSERVED	ACTIVITY OBSERVED
PAINTED TURTLES		
SNAPPING TURTLES		
PREDACEOUS DIVING BEETLE LARVAE		
WATER SCORPIONS		
DRAGONFLY NYMPHS		
DAMSELFLY NYMPHS		
DOBSONFLY LARVAE		
WHIRLIGIG BEETLE LARVAE		
CADDISFLY LARVAE		
LEECHES		
FINGERNAIL (FRESHWATER) CLAMS		
AMPHIBIOUS AIR-BREATHING SNAILS		

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Instructions (continued)

4. INDICATE THE PHOTOGRAPHS BEING SUBMITTED. LABEL, DATE, AND SIGN ALL PHOTOS.

5. MARK THE POOL CLEARLY ON ALL MAPS. THE POOL MUST BE CLEARLY DISTINGUISHED FROM OTHER WETLANDS AND BE RELOCATEABLE BY OTHERS. PROVIDE ANY MAPS THAT WOULD HELP SOMEONE UNFAMILIAR WITH THE AREA LOCATE THE VERNAL POOL IN THE FIELD.

6. THE FORM MUST BE SIGNED. UNSIGNED SUBMISSIONS WILL BE RETURNED WITHOUT FURTHER ACTION.

OPTIONAL INFORMATION:

PROPERTY OWNER. PROVIDE INFORMATION ABOUT PROPERTY OWNER(S), IF KNOWN. IT IS RECOMMENDED THAT YOU SEEK PROPERTY OWNER PERMISSION PRIOR TO CERTIFICATION ACTIVITIES.

RARE SPECIES. A PHOTOGRAPH IS NECESSARY FOR DOCUMENTATION OF RARE SPECIES HABITAT.

DESCRIPTION. PROVIDE ANY INFORMATION THAT WILL DISTINGUISH THE POOL FROM OTHER WETLANDS (BOULDERS, DEBRIS, TREE SPECIES, ETC.).

4. Photographs

MUST BE LABELED, DATED, AND SIGNED.

- ☐ POOL HOLDING WATER
- ☐ OBLIGATE +/OR FACULTATIVE SPECIES
- ☐ DRY POOL (REQUIRED FOR EVIDENCE 3C)

5. Maps submitted

- ☐ USGS TOPOGRAPHIC MAP (REQUIRED)

AND ONE OR MORE OF THE FOLLOWING:

- ☐ AERIAL PHOTOGRAPH
- ☐ DISTANCES/COMPASS DIRECTIONS
- ☐ PROFESSIONAL SURVEY
- ☐ LARGE SCALE TOPO
- ☐ OTHER_____

OPTIONAL EXTRA INFORMATION

- ☐ SKETCH MAP OF AREA
- ☐ ASSESSOR'S MAP
- ☐ GPS LONGITUDE/LATITUDE COORDINATES

_____

Optional information

Although the following information is not required for certification, it is useful to NHESP to possibly better protect the vernal pool, its habitat and species.

Property owner

IT IS STRONGLY RECOMMENDED THAT LANDOWNER PERMISSION BE OBTAINED PRIOR TO COLLECTING CERTIFICATION DOCUMENTATION.

Name _____

Address _____

_____

Town _____ State ____ ZIP _____

Rare wetland species

☐Y ☐N WERE ANY RARE STATE-LISTED SPECIES OBSERVED USING THIS POOL?

☐Y ☐N IS A PHOTOGRAPH OF THE RARE SPECIES INCLUDED WITH THIS FILING?

Description of pool and surroundings

DIMENSIONS: APPROXIMATE LENGTH APPROXIMATE WIDTH

APPROXIMATE DEPTH

DESCRIBE DISTINCTIVE FEATURES (ROADS, STRUCTURES, BOULDERS, ETC.) WHICH ARE VISIBLE FROM OR NEAR THE POOL.

ARE THERE OTHER DISTINCTIVE FEATURES ABOUT THIS POOL (VEGETATION TYPES, ABANDONED VEHICLES, FOOT TRAILS, ETC.) THAT WOULD HELP SOMEONE RECOGNIZE IT?

6. Observer information & signature

Name _____

Address _____

_____

Town _____ State ____ ZIP_____

Telephone _____

e-mail _____

I hereby certify under the pains and penalties of perjury that the information contained in this report is true and complete to the best of my knowledge.

Signature _____ Date _____

SEND COMPLETED FORM AND SUPPORTING DOCUMENTATION TO:

NH&ESP
VERNAL POOL CERTIFICATION
MA DIVISION OF FISHERIES & WILDLIFE
ROUTE 135
WESTBOROUGH, MA 01581

All submissions and supporting documents will be retained by the Natural Heritage & Endangered Species Program. Information submitted on this form and other documents is part of the public record and is available to interested parties under the State Documents Request Law.

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"Book Buddy " Journal *(for addendum)*

The journal is made up of five pages. One page is completed after each reading aloud session. On the top of each page there is a space to put down the name of the book, author, and illustrator. Questions change as the project proceeds. The following questions were used in our journal. Students might want to make up their own.

Page 1:

1. Describe your ~Book Buddy.. How old is he/she? What does this child look like? What kind of interests and talents does the child have? When you finish this entry the reader should have a clear picture of the child you ae~ reading to.

2. How did you feel when you read to the child? Were you nervous? Did you practice? Where did you read?

3. What was your Buddies reaction? Did your Buddy sit still? Was your Buddy interested in your reading?

Page 2:

1. Did you notice any difference while reading this time as compared to your first session? Were you more comfortable? Did you do anything differently?

2. Did your Buddy change at all? If so, how? Ask your Buddy how he/she likes the sessions? Don't be afraid of the truth...kids can be very blunt!

3. Encourage your Buddy to make a drawing about the book you just read on the back of this page. (Bring crayons with you to the session.)

Page 3:

1. How was your third session? How did it compare with your first two reading sessions? Did you do anything to make the meeting better? Please explain.

2. Describe two things your Buddy did while you were reading. Were they smiling? Participating? Crying? Cranky? Inattentive?

3. Ask your Buddy which book out of three you read did he or she like best and why? Did your Buddy's answer tell you anything about the child and help you figure out what you will read next time?

Page 4:

1. How has your relationship with your Buddy changed since the first time you read? Can you explain why the relationship is as it is? Does the child's body language tell you anything about the relationship? Exphin.

2. Have your Buddy draw a picture of you on the back of this page. Make sure you do not rush the child. Give the child time to express him or herself.

3. How do you feel about this project? Be specific with reasons why you like or do not like something.

Page 5:

1. This is your last time reading to your Buddy. How do you feel? Does your Buddy know it is the last time? How does your Buddy feel? (You can read to this child on your own if you wish.....what a wonderful thing if you decide to do that!)

2. How has your Buddy changed since your first meeting? Is he or she more comfortable? More enthusiastic? More talkative? Better behaved?

3. Have your Buddy write you a note or draw you a picture on the back of this page saying ~good-bye."

"Did I" Sheet
"Book Buddies"

Name: _____

Date: _____

1. Did I bring children's books to class ? Comment:	Yes	No
2. Did I listen and understand the importance of reading aloud to young children? Comment:	Yes	No
3. Did I find a "Book Buddy" and schedule five Reading sessions? Comment:	Yes	No
4. Did I write an entry into my "Book Buddy" after Each reading session? Comment:	Yes	No
5. Did I pass my journal in on time? Comment:	Yes	No
6. Did I transpose my journal into a children's book? Comment:	Yes	No
7. Was my book of published quality, contain Illustrations, well written, and have a cover sheet?	Yes	No
8. Was my book handed in on time? Comment:	Yes	No
9. Did I present my book to the entire class? Comment:	Yes	No
10. Did I give a copy of the book to my :Book Buddy"? Comment:	Yes	No
12. Did I evaluate an other classmates book and my own book using the rubric provided? Comment:	Yes	No

Rubric

4= Superior work, student has done above and beyond what was expected of he or she.
3= Satisfactory work, student has handed in assignment on time with all that was expected.
2= Needs improvement, assignment did not fill all the requirements.
1= Poor, unsatisfactory work, not representative of what the student can do.
0= No basis for evaluation, work not completed.

Peer Score ____
Student Self Evaluation Score ___-
Teacher Evaluation ____

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Writer's Checkpoints

Writer _____

Writing conferences with your teacher and with peer readers will help you keep track of your progress as a writer. Use this checklist to chart improvements in your writing and to find the areas that need special attention. The symbols shown below will help you be specific about your progress.

+ I *usually* do this	√ I *sometimes* do this	- I *seldom* or *never* do this

Content	Checkpoint 1	Checkpoint 2	Checkpoint 3	Final
I choose topics that matter to me				
I state ideas clearly				
I use dialogue when appropriate				
I sometimes take risks in my writing by trying new topics and forms				
I elaborate on my ideas by providing interesting details and examples				
My introductions are engaging				
My conclusions give my readers clear points to remember				
I often talk my ideas over with others				

Structure	Checkpoint 1	Checkpoint 2	Checkpoint 3	Final
I stick to my topic throughout				
I use paragraph breaks effectively				
I avoid including unrelated material				
I use transitional words and phrases to show relationships among ideas.				

Style	Checkpoint 1	Checkpoint 2	Checkpoint 3	Final
My sentences are varied and appealing				
I try to use language imaginatively				
I use language that is appropriate to my topic and for my audience				

Mechanics	Checkpoints 1	Checkpoints 2	Checkpoints 3	Final
I make very few errors in capitalization and spelling.				
I make very few punctuation errors				
My sentences are grammatically correct.				

Role Description Sheet

The following descriptions are general guidelines about the purposes of each role. You may have other ideas—try them! The roles rotate, so you will have a chance to assume each role eventually.

Discussion Leader

- Begins the discussion, keeps the discussion moving with questions, and calls on group members who have not had a chance to speak
- Closes the discussion
- Makes sure the group knows the meeting schedule, knows the next reading assignment, and has new role assignments

Summarizer

- Sums up and clarifies the important points of the day's reading

Passage Pointer

- Notes interesting passages, and their page numbers, for discussion
- Explains why he or she chose a passage
- Decides how the passage is to be shared with the group: by one person reading aloud, by reading silently, by the group reading aloud together, by reading as dialogue, and so on

Connection Maker

- Links the day's reading with real life. For example, you may want to tell about an experience you had that was similar to one in the story or share a newspaper current-event article about an event mentioned in the story.

Vocabulary Highlighter

- Notes important words, and their page numbers, for discussion
- Explains why each word was chosen and defines each chosen word

Illustrator

- You do not have to be an artist for this role; artistic ability will not be graded!
- Visually represents something related to the story and explains the visual representation

Investigator

- Researches a topic related to the reading to deepen understanding
- Discusses how the new information added to your understanding of the reading

Globe Trotter

- Provides information about the setting of the story
- Helps others envision the setting by providing maps, globes, atlases, travel brochures, and so on showing the location of the story

Biology

Grading Criteria

for

Natives, Aliens & Invader Plant Project

Name: _____ Class: _____ Date: _____

Points:

A. INTRODUCTION - New England Ecology Since 1600 A.D.

Description of Major Changes: (Increase/decrease in tree species, fire setting, farming, over-hunting, habitat loss, indigenous/alien/invader, opportunistic species)	Good depth/good breadth/accurate	10
	Poor depth or poor breadth or inaccurate	8
	Poor depth and poor breadth and inaccurate	6

B. RESEARCH

Identification:	Number of Plants Correctly Identified:	Six	10
		Five	9
		Four	8
		Three	7
		Two	6
		One	5

Background Research: (History, Uses, Trivia, Habitat, Range, Identification)	Good depth/accurate/useful as field guide	30
	Poor depth or inaccurate or not useful as f.g.	26
	Poor depth and inaccurate and not useful as f.g.	22

C. PRESENTATION

Media:

Drawing:	Accurate/detailed/colored	20
	Inaccurate or not detailed or not colored	18
	Inaccurate and not detailed and not colored	16

Photos:	Good detail/ good lighting	19
	Poor detail or poor lighting	17
	Poor detail and poor lighting	15
Photocopy:	--------->	14

Display of Plants:

Small Plants:	Included:	
	Roots/stem/leaves/flowers	10
	No roots/stem/leaves or no flowers	8

Mounting:

Plants pressed/neatly glued	10
Plants not all pressed or not all neatly glued	8
Plants not all pressed and not all neatly glued	6

D. MISCELLANEOUS

Initiative:	Identified & described plants not listed in assignment and/or included bark rubbings	3
Design Format:	Cover design, colored paper, additional photographs	2
Plants covered	- neatly with clear protective plastic	2
Bibliography:	---------->	3

Final grade = _____

Comments:

FAMILY QUILT ASSESSMENT

1. Accountability and productivity for six seventy-five minute class quilting days _____ (6 pts)

2. Compliance with this yearís specific requirements _____

    1. heritage
    2. a dream
    3. a journey
    4. a depiction of a person other that self
    5. another person's story

3. Attention to detail _____ (5 pts)

4. Artistic layout _____ (5 pts)

5. Performance _____ (10 pts)

6. Family recipe _____ (5 pts)

7. Quilt description/essay _____ (10 pts)

8. First person narrative/essay _____ (10 pts)

9. Business letter _____ (5 pts)

10. Extra credit

    Computer quilt square _____
    Performance during celebration _____
    Outstanding quilt award _____

FAMILY JOURNAL PROJECT

Directions: You must complete a minimum of fifteen journal entries as you explore your family's story. On occasion you will be assigned to write on a particular topic, and at other times you will be free to choose from the topics listed below or any others you may add on your own. Since you may use the same topic/question for several different people, you should be able to get numerous entries just by using some of these suggestions. Date each entry and label the person interviewed at the top of the page.

ASK PARENTS, GRANDPARENTS, AUNTS, UNCLES, COUSINS AND ANYONE ELSE WHO HAS STORIES AND INFORMATION ABOUT YOUR FAMILY!

Possible Questions:

A. Where did you grow up? Describe your hometown. For example, how big was it? Was it a city, a suburb, a small rural community? What did your neighborhood look like? Did people have their own homes? Live in multi-family houses or apartments? Where was you school? How big was it? What sources of entertainment did you have in the community? Was church or temple a central part of the community's life?

B. Describe the house you grew up in. How many rooms? How were they decorated? What appliances did you have? Did you have your own room?

C. Did you go to college? Finish high school? What did you hope to become? Have you done what you dreamed of doing? How did you accomplish it, or why were you unable to achieve yourdreams?

D. How did you meet your husband/wife?

E. Were there any world events that really affected you? (Example: What were you doing when President Kennedy was shot? When the Japanese bombed Pearl Harbor? Did you live through the Holocaust)?

F. Were you ever involved in a war? Which one? What did you do in the war? What memories do you have of it? How did it affect you?

G. What has been your greatest struggle in your life?

H. What has been your greatest accomplishment?

I. What is your definition of "success?" Do you feel successful?

J. What do you think of when you hear the phrase "the American Dream?"

K. What is your happiest memory?

L. What was your favorite activity as a child? What forms of entertainment did you enjoy as a teenager?

M. What was your parents' idea of success? What did they want for you? Do you think you have lived up to it? (You could ask this of your parents AND your grandparents).

N. Ask for a photograph and the story behind it. (You'll keep these journals, so the photograph won't get lost.)

O. Get a favorite recipe, especially one which is traditional for you family/culture.

A note: You might consider tape recording or videotaping some of these interviews if you have the equipment. It will be a wonderful keepsake.

Name Due:

My CSL Project Preliminary Proposal

1. What will your project be called?

2. With whom will you work on this project?

3. Who have you contacted about your project? How and when did you speak to them? (in person/on the phone) What did you find out from them?

Who	**How/When**	**What I Found Out**

4. Who do you still need to contact? When will you do this? What do you need to find out?

Who	**When**	**What I Need to Find Out**

5. In what type of service will you be engaged? (humanitarian, environmental, political-legislative action, educational, intergenerational or a combination of these)

6. Will your CSL be "project" or "service" based? Explain.

7. What is the larger global issue to which you will connect your project for the paper in English class?

8. Do you expect to need any funding to help you carry out your project? If so, how much and what for?

9. Describe the project in as much detail as possible on the back of this sheet.

CSL Project Presentation Guidelines

Oral Presentation

This should be done in cooperation with any of the people with whom you worked on your project. This must be well planned and rehearsed. It must be between 5-8 minutes in length, presented equally by the group's members and include the descriptions of the following:

- the project's overall objectives
- what was actually done during the project
- how the community benefited from your project
- how you benefited from your project
- your favorite and most difficult part of your project
- what you learned and what surprised you
- what you still need to do or want do with your project
- what your poster boards contain

Poster Board Display OR Power Point Presentation

This may also be done in cooperation with your group members. You need to create a poster board display that presents your project visually. Anything you have that documents your work on your project may be included in your display. It must be two poster boards in size that are free standing. It must include the following:

- representations of your work in progress (pictures or other vidence of your work in progress-e.g., video)
- evidence of what you accomplished (pictures or documentation of the results of your work)
- typed write-ups of the following:

  1. description of your project
  2. description of how the community benefited
  3. description of how you benefited and what you learned

For additional copies of this guide, and for more information on service-learning in Massachusetts contact:

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